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ABSTRACT

This book, an annotated bibliography and analysis, was produced by the Ethnic Heritage Center for Teacher Education of the American Association of Colleges for Teacher Education (AACTE) and the ERIC Clearinghouse on Teacher Education; it contains abstracts of documents from the ERIC system on multicultural education and ethnic studies. The main categories of documents are concept materials, classroom materials, curriculum materials, and program materials. Each entry includes an abstract, the ERIC ED number, the availability of the document (microfiche or hardcopy), and identification of the ethnic group being described or discussed in the document. The bibliography itself is preceded by a section reviewing the literature on multicultural education and is followed by an explanation of how the ERIC search was conducted and an analysis of the bibliography. A list of locations with ERIC microfiche collections and a glossary of ERIC terms complete the book, along with descriptons of the work of the Ethnic Heritage Center, ERIC and AACTE. (CD)

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Multicultural Education and Ethnic Studies in the United States

An Analysis and Annotated Bibliography of Selected Documents in ERIC

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Donna M. Gollnick, Program Associate
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MULTICULTURAL EDUCATION AND ETHNIC STUDIES IN THE UNITED STATES

An Analysis and Annotated Bibliography of Selected ERIC Documents

Donna M. Gollnick
Frank H. Klassen
Joost Yff

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ERIC Clearinghouse for Teacher Education

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FOREWORD

In every nation the formal and informal educational processes and systems seek primarily to conserve and preserve the dominant ideologies, customs, laws, and institutions of that society. Insofar as education is looked upon as the "engine of the future," it also seeks to energize youth and adults toward qualities and conditions of life that promote social progress and bridge the gap that ordinarily exists between the status quo, on the one hand, and social reality, justice and the human aspiration on the other. This gap and the energies that are pressed into service to reduce the gap and provide new dimensions to society, on a national or global scale, create the environment and motivation for educational and social change.

The historical tendency of American institutions, including education, to encourage the concept of a cultural "melting pot" in an attempt to fuse the culturally pluralistic and ethnically diverse immigrant populations has come under increasing attack during recent decades. The rights of previously disenfranchised peoples and the Native Americans, both as cultural groups and citizens, has also become an issue of national importance. The cry for ethnic identity and survival as well as for multicultural understanding within a culturally pluralistic nation has given significant impetus toward social and educational change at local, state, and federal levels.

In this process serious questions have been raised regarding the adequacy and equity of current educational opportunities and the veracity and integrity of curriculum materials used in the schools. Legitimate grievances are being aired by those whose cultural or ethnic identity has become a barrier to personal and intellectual development and by those whose opportunity to gain recognition for the contributions they have made to the broader cultural mosaic of America has been stymied.

A significant body of literature, research, and legal precedents has emerged which attempts to record and clarify these conditions and prescribe future educational strategies leading to social justice and equality of educational opportunity.

As a contribution toward a national and international understanding of the issues and concepts underlying multicultural education, the staff of the AACTE Ethnic Heritage Studies Center for Teacher Education and the ERIC Clearinghouse for Teacher Education have developed an analysis and annotated bibliography of this literature with special emphasis on documents dealing with multicultural education and ethnic studies.

Donna Gollnick, program associate in the AACTE Ethnic Heritage Center for Teacher Education, is the principal author, providing the analysis of issues and the bibliographical annotations, as well as a description of the ERIC search process.

Grateful acknowledgement is given to John Aquino and John Waters of the ERIC staff for editorial services and defining the ERIC search strategy, and to clerical staff of AACTE and ERIC for their contributions to the completion of this document.

Frank H. Klassen
Associate Director, AACTE
Co-Director, Ethnic Heritage
Center for Teacher Education

RATIONALE

Both the AACTE Ethnic Heritage Center for Teacher Education and the ERIC Clearinghouse on Teacher Education act as clearinghouses for materials related to teacher education. While the acquisitions of the ERIC Clearinghouse cover a wide range of issues related to teacher education, the Ethnic Heritage Center is specifically mandated to collect resources in the area of multicultural education and ethnic studies. This publication is a joint effort of these two programs to identify multicultural and ethnic materials that are readily available to educators and researchers through the ERIC network.

The Ethnic Heritage Center for Teacher Education receives hundreds of requests for information and materials related to multicultural education and ethnic studies. These requests are received from teachers, curriculum coordinators, principals, public school administrators, counselors, State Departments of Education, teacher educators, and ethnic organizations. This selected, classified bibliography is one means of response to these queries.

In addition to its own collection, the Center's staff decided to review the holdings of the ERIC system to acquire new resources for the Center and to inform the public of these available documents. The ERIC system is especailly practical for the development of such a bibliography because readers can easily locate the documents listed by ERIC. ERIC documents are usually available for study on microfiche at locations that house ERIC microfiche collections and can be purchased in microfiche and hard copy reproductions from the ERIC Document Reproduction Service. A list containing the locations of centers with ERIC microfiche can be found in Appendix A. Reproductions of ERIC documents must be ordered as described on the order blank appended to this bibliography.

The original search for ERIC documents related to multicultural education in teacher education included documents about bilingual education. Although bilingual education is recognized as an integral part of multicultural education, it specifically includes the dimension of two languages as well as cultural awareness. It is also usually treated as a separate entity both for federal and state funded programs and by most of the documents identified in the ERIC search. Therefore, the authors decided that those document abstracts that dealt only with bilingual education would not be included in this bibliography, but would be better examined separately in a different document.

The bibliography in Chapter Two is an attempt to help educators know what materials are available in the area of both multicultural education and ethnic studies. This is only a beginning of classifying the growing number of resources available and is limited to those documents in the ERIC system, which are usually unpublished materials. Hopefully, other attempts will be made to classify published materials in a way that would be useful to educators who are attempting to develop multicultural programs for their classes and schools.

CHAPTER 1

MULTICULTURAL EDUCATION--A LITERATURE REVIEW

Dewey's famous dictum, that what the best and wisest of fathers wants for his child, the state should want for all its children, has special significance in multicultural education. The "all" refers to all Americans--the Afro Americans, Mexican Americans, Chinese Americans, Polish Americans, and all other ethnic and cultural groups in the United States. "No child should have to feel that he/she must reject his/her parents' culture to be accepted."[1]

> A child goes to school to wonder. The school is where he enters the Anglo world with shy curiosity; it is a magical microcosm of society to him. The teacher is his sorcerer, a mother who is world-wise, knowing all sorts of facts and magic, powerful as the policeman, but human as an aunt or uncle. In the beginning that is how school seems to a child.
>
> He is lost at the thought that he cannot enter that wonderful world because he speaks the wrong language or is the wrong color. The child is proud of his father; he boasts of his barrio heritage. He doesn't know that he is supposed to be "culturally deprived".[2]

Is it possible for teachers of one cultural background to encourage children to be proud of a culture different than that of the teacher? Is it possible for children to successfully go through school while retaining their own cultural identity without being forced to adopt the teacher's values? Multicultural education is a positive response to the recognition of the culturally pluralistic nature of the school population. It is an educational concept that, translated into curriculum and teachers' attitudes, recognizes, accepts, and allows people from all ethnic and cultural groups to maintain and be proud of their cultural background. It emphasizes differences as positive, not inferior.

Furthermore, this concept implies the need for educators to be trained to work effectively in multicultural educational settings. John Aragon, director of the Minority Groups Cultural Awareness Center at the University of New Mexico, states that

> ...our sins are sins of omission rather than commission. We can't teach within a context where cultural differences are extant if we don't know what the cultural differences are. Therein lies our dilemma. We can't teach what we don't know. The deficiency thus is in the professional, not the client.[3]

Schools today may be staffed with culturally deficient educators, rather than populated with culturally deprived children. In response to such deficiencies, multicultural education requires the training of teachers to recognize and capitalize on the exsistance of ethnic diversity for enriching the teaching of youth.

The major focus of this publication is to provide an overview of multicultural education as analyzed in the ERIC documents and in selected current literature not contained in the Clearinghouses. This section will examine the historical background of multicultural education, a definition of multicultural education, and the impact of multiculturalism on education as illustrated in published literature.

HISTORICAL BACKGROUND OF MULTICULTURAL EDUCATION

Except for the Native American (the American Indian), the peoples of the United States are a reflection of immigrants from countries around the world. The National Education Association's (NEA) Task Force on Human Rights in 1968 reported that:

> America was colonized by people who, in fleeing from repressive governments in lands where their rights were limited or non-existent, had great reverence for human rights. America was founded upon the recognition that human rights are universal and innate--something a man is born with, not something he can be required to learn. This is the legacy of ideals to the present generation from the fathers of our country. But the present generation of Americans has another legacy from America's past as well--a dismal legacy of discrimination and denial in practice of human rights to certain groups--in violation of the ideals.[4]

The dilemma faced by a diverse society seeking human rights on the one hand and despoiled by discrimination because of differences on the other was further exacerbated by a myth called "the melting pot" which insisted that people of disparate cultures assimilate and disappear into the mainstream of the American Anglo-Saxon, Protestant, society.[5]

The Melting Pot Myth

"Israel Zangwill's play, The Melting Pot, first performed on Broadway in September, 1909, set forth this [the melting pot] concept of America as a new Country."[6] In that play, one of the characters, a Russian-Jewish immigrant, described America in this speech:

> America is God's Crucible, the great Melting Pot where all races of Europe are melting and reforming! Here you stand, good folk, think I, when I see them at Ellis Island, here you stand in your fifty groups with your fifty languages and histories, and your fifty hatreds and rivalries, but you won't be long like that, brothers, for these are the fires of God. A fig for your feuds and vendettas! Germans and Frenchmen, Irishmen and Englishmen, Jews and Russians--into the Crucible with you all! God is making the American...The real American has not yet arrived. He is only in the Crucible, I tell you--he will be the fusion of all races, the coming superman.[7]

The melting pot myth was quickly adopted as a promising ideal for fusing peoples from various new and old immigrant groups into a new common American society. While the prospect seemed an attractive idea to many immigrants, its success for all members of society was dubious.[8] To melt into the American society, immigrants were expected to leave behind their customs, dress, and language. They strived to rid themselves of their accents and often Anglicized their names.

One of the ideological failings of the melting pot was that it never proposed to melt all ethnic and cultural groups.

> ...it rejected as unmeltable many ethnic groups, including Native Americans, Blacks, Spanish-speakers, and Orientals. The concept assumed that only the dominant white Anglo-Saxon Protestant culture was worth saving,

> and it was expected that those who wished to be absorbed by the melting pot had to surrender their won cultural heritage as the price of admission.[9]

The NEA publication, Roots of America, lists the following four societal assumptions that have burdened society as a result of the melting pot myth:

> 1. The self-worth of an individual is directly related to the extent of the individual's conformity to the monocultural ideal.
> 2. To whatever degree a person looks, behaves, or sounds different from the monocultural ideal, that person or group is inferior.
> 3. The culturally different are not to be trusted.
> 4. In order to avoid being treated unfairly when dealing with persons or groups who are culturally different, it is necessary to establish the superiority and power position of one's own group.[10]

If the melting pot concept bred these assumptions, another ideological concept which values differences as a strong positive force in intercultural understanding and acceptance had to be identified to promote intercultural understanding and acceptance. Society, then, might minimize intercultural misconceptions and conflict while promoting equity among the culturally different groups that compose this country.

Cultural Pluralism

Refusing to assimilate into the dominant American culture, immigrants, as well as the visible minority groups, maintained ethnic communities and enclaves. They developed within-group institutions, agencies, and power structures for services within their ethnic communities. These included Little Italy, Chinatown, Harlem, and many others.[11]

> Movement among these communities (ethnic groups) increases as education, economic development, political coalition, intermarriage, and cooperative mechanisms were needed to cope with external forces attempting domination.

> What resulted was the continual development of a different concept of nationality; a concept accommodating and dignifying sub-nationalities and contributing cultures. This move toward a central tendency which defined a new kind of national ethos and cultural mosaic characterized the rise of the concept "cultural pluralism". History chronicles the sequence of events from 1916 when John Dewey introduced the concept of cultural pluralism in an address before the National Education Association to 1924 when Horace Kallen unsuccessfully sought to show how cultural pluralism made American life richer.[12]

Following World War II, minority ethnic groups became increasingly powerful, both politically and socially, and refused to tolerate discrimination by dominant white middle-class power structures.[13] In the 1960s, the Black Power movement stressed the social and political advantages for Blacks to identify strongly with their ethnic group. Various versions of pluralism were also endorsed by other ethnic groups, especially Mexican Americans, Native Americans, and most recently, white ethnic groups (e.g. Polish Americans, Italian Americans). The ideological statements emanating as they did from groups different in culture, language, heritage, and social participation inevitably led to a diversity of thought of the issues of pluralism and ethnicity.

James Banks describes three identifiable ideologies related to ethnicity:

1. The cultural pluralist who is ethocentric and stresses a strong ethnic identity and alliance,
2. The pluralist-assimilationist who believes that while ethnic groups have some unique cultural characteristics, all groups in America share many cultural traits, and
3. The assimilationist who beleives in one common culture for all and supports the melting pot concept.[14]

According to the pluralist view, the United States is made up of competing ethnic groups, each of which champions its economic and political interests. The individual is expected to develop a commitment to his/her ethnic group, especially if that group is "oppressed" by more powerful ethnic groups within society. The rights of the ethnic group are more important than the rights of the individual. These groups assume that an ethnic group can attain inclusion and full participation within a society only when it can bargain from a powerful position and when it has "closed ranks" within.[15]

The concept of multicultural education is based on the pluralist-assimilationist ideology described by Banks. Cultural pluralism is promoted, but not to the exclusion of all but one ethnic group.

Education and Cultural Pluralism

"Multicultural education assigns a position value to pluralism."[16] Emphasizing cultural pluralism and encouraging multicultural education are attempts to reduce the polarization of ethnic groups. It is necessary

> ...to work for the development of an American society in which many ethnic groups can live in a symbiotic relationship, where cultural differences are respected, without the implication that one culture is better or worse than another. Cultural pluralism does not deny the existence of differences in culture, but it sees no justification for asking anyone to reject his or her cultural identity and background in order to have a meaningful life in a multicultural society.[17]

Formal education has, however, been one of the main social agents striving to produce national cultural homogeniety.[18] Seymour Itzkoff points to the historical roots of this process:

> Benjamin Franklin himself was suspicious of any other tongue but English and wanted the schools to wean the Pennsylvania Dutch from their foreign accents. In the 1840's and 1850's, we used the then youthful common school to assimilate the new immigrant groups which were adding linguistic and religious dimensions to our national fabric. In fact, the usefulness of the public schools for this task enabled the common school movement to take hold and spread rapidly beyond its Massachusetts origins. It was important that these newcomers be Americanized, as, supposedly, they constituted a threat to our

> democratic ideals. Towards this end, they would be forced to adopt the English tongue and, possibly, the Protestant religion. This assimilationist endeavor became the principal activity of the public schools throughout the last century and well into our own.[19]

In modern times the homogenization process has continued, says Michael Novak:

> Education is commonly regarded, not as a device for strengthening and benefiting by local, regional, ethnic and religious differences but for "overcoming" them, for replacing them with a more or less universal culture. The underlying model for this "universal" ideological outlook is not perfectly neutral as regards those who enter into it. Even if they are of equal talent, some will find cultural models, heroes, texts, and materials related to their won cultural background, and others will not.[20]

Among the initiatives taken recently by the federal government to foster both ethnic studies and multicultural education has been legislation for ethnic heritage studies projects. The Ethnic Heritage Studies Program Act[21] declared that "All persons in the educational institutions of the Nation should have an opportunity to learn about the differing and unique contributions to the national heritage made by each ethnic group.[22] The official recognition of the need for multicultural education by the United States Congress is possibly a beginning step in the widespread acceptance of the multicultural education concept.

Ideally, schools would reflect the cultural diversity of America in more than its student population. Cultural pluralism should also be reflected in the curriculum, the classroom materials, and school activities. Banks describes a culturally pluralistic curriculum as one in which:

> ...the primary goal of the curriculum should be to help children learn how to function more effectively within their own ethnic culture, within the wider common culture, and within other ethnic communities. However, the pluralist-assimilationist feels strongly that during the process of education the school should not alienate children from their

> ethnic attachments but help them to clarify their ethnic identities and make them aware of other ethnic and cultural alternatives.
>
> The pluralist-assimilationist believes that the curriculum should reflect the cultures of various ethnic groups and the common culture. Students need to study all of these cultures in order to become effective participants and decision-makers in a democratic society. The school curriculum should respect the ethnicity of the child and make use of it in positive ways. However, the students should be given options regarding their political choices and the actions which they take regarding their ethnic attachments. The school should not "force" students to be and feel ethnic if they choose to free themselves of ethnic attachments and allegiances.[23]
>
> Multicultural education, therefore, is predicated upon a belief that all people must be accorded respect, regardless of their racial, ethnic, cultural, and religious backgrounds. It is the process by which such an optimum state of affairs could be achieved.[24]

Multicultural education offers educators the opportunity to honestly and fairly reflect the cultural diversity of this country.

TOWARD A DEFINITION OF MULTICULTURAL EDUCATION

Multicultural education is an educational concept, rooted in ideological allegiances, informed by efforts to implement its tenets, and changed by each new insight into means whereby diversity and commonality within a nation and a world can be achieved.

This suggests the flexible, rather than rigid, definition. The following are attempts by different authors and education groups to describe multicultural education.

> Multicultural education, as defined by the government, includes
> (a) knowledge of cultures and of subcultures, with special emphasis on those minority

groups which are prevasively represented in American communities;

(b) awareness of how specific cultures influence learners' responses to school and learning situations, and skill in sensitizing professional behavior to learners;

(c) transformation of personal prejudices so that negative biases are minimized, and positive appreciation of minority children increased;

(d) adjustments in curricula to implement the transition from the concept of "melting pot" to "cultural pluralism".[25]

The Commission on Multicultural Education of the American Association of Colleges for Teacher Education asserts that:

> Multicultural education is education which values cultural pluralism. Multicultural education rejects the view that schools should seek to melt away cultural differences or the view that schools should merely tolerate cultural pluralism. Instead, multicultural education affirms that schools should be oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education recognizes cultural diversity as a fact of life in American society, and it affirms that this cultural diversity is a valuable resource that should be preserved and extended. It affirms that major education institutions should strive to preserve and enhance cultural pluralism.[26]

Banks identifies two broad objectives for multicultural education:

(1) to help individuals clarify their ethnic identity and function effectively within their own ethnic community, and

(2) to learn to function effectively within other ethnic groups.[27]

These objectives are expressed in more detail in the publication by the American Assocaition of Colleges for Teacher Education:

> Emphasis on intercultural acceptance among all groups is badly needed if we expect to enable new generations to reduce ethnocentrism and understand the world through the eyes of other people. Cognitive learning about the contributions of each other's culture is only the first step. Acceptance, as a value, must pass beyond mere toleration of others and provide for internalization of such an affective value. In this way we can arrive at the stage of working and living together without the obstacles of scapegoating, stereotyping, discrimination, and prejudice that prevent effective human interrelationships.[28]

At the Thirteenth Annual Civil and Human Rights Conference of the National Education Association, the Ethnic Studies Special Interest Group adopted the following resolution in support of multicultural education:

> A recognition and awareness of the individual's ethnic/cultural heritage is a positive first step in the implementation of an effective process that:
> (a) Enables the individual to accept and respect his or her cultural heritage and that of people of other cultural background;
> (b) Speaks to both the multicultural dimension and unity of our society;
> (c) Involves individuals, schools, and community in common concerns, problem-solving processes, and the creation of goals;
> (d) Forms a basis for understanding the nature of equal educational opportunity.[29]

It is education that recognizes and values the culturally pluralistic nature of this country. It is education that encourages people to accept and respect both their own cultural heritage and that of people of different cultural backgrounds. It prepares people to function both within their own ethnic community and within other ethnic communities while participating fully in the common American culture.

THE IMPACT OF MULTICULTURALISM ON EDUCATION

In addition to the American Association of Colleges for Teacher Education (AACTE), other national education associations have also developed strong position statements and publications in the support of multicultural education. These include such organizations as the National Education Association (NEA), Association of Supervision and Curriculum Development (ASCD), and the National Council for the Social Studies (NCSS). B'nai B'rith, Young Women's Christian Association (YWCA), the National Council of Churches, and other organizations also support the concept of multicultural education. And yet, little appears to have been done in either public or private elementary and secondary schools or in teacher education institutions to develop programs that are multicultural in nature.

AACTE's publication, Multicultural Education through Competency-Based Teacher Education, urges the eradication of this educational neglect:

> Most teachers do not have adequate knowledge of the various cultural systems from which their pupils come. It has been assumed for too long that good teachers can teach everyone, and that such teachers can provide for the necessary emotional and learning needs of children from diverse cultural backgrounds. However, as evidenced in low student achievement rates, there is an impelling need for reform.[30]

Knowledge Distortion and Multicultural Education

The need for reform is evident in both the performance of teachers and the skill and knowledge they possess. Historical assertions, for example, have been greatly distorted in textbooks and public literature because most social, political, economic, and historical events have been presented from an Anglo-American perspective and value system.[31] Few educators have been trained to recognize these historical distortions or to be sensitive to the self concepts of students from cultural backgrounds different than their own.

The authors of the "Introduction" for Teachers for the Real World observe that:

> What passes for instruction in history typically suffers from omission and distortion: the evils of slavery are mitigated, the genocidal wars against Indian nations are played down, and the wars of aggression against Mexico are denied. Is it any wonder that Blacks, Mexicans, and Indians become

> disengaged from a process where engagement would require the acceptance of insult and slur? It is not enough to extirpate racism. It is necessary to develop pride in social identity. The establishment of Afro-American study centers, Mexican study centers, and Indian study centers is vital for the establishment of "race" pride in those whom history has treated shabbily. But such centers are equally necessary for the education of the affluent white whose survival in an essentially non-white world depends on the eradication of every vestige of white supremacy.[32]

James Baldwin says about teaching the truth:

> It is not really a "Negro Revolution" that is upsetting this country. What is upsetting this country is a sense of its own identity. If, for example , one managed to change the curriculum in all the schools so that Negroes learned more about themselves and their real contributions to this culture, you would be liberating not only Negroes, you'd be liberating white people who know nothing about their own history. And the reason is that if you are compelled to lie about one aspect of anybody's history, you must lie about it all. If you have to lie about my real role here, if you have to pretend that I hoed all that cotton just because I loved you, then you have done something to yourself. You are mad.[33]

Multicultural education, therefore, may be a means for liberating all ethnic groups, not just minority groups, through looking at history and current events from multicultural perspectives. Recognizing historical distortions would be an important step in meeting the objectives for multicultural education.

Culture in Multicultural Education

For multicultural education to be an effective aspect of the school curriculum, educators must also be able to recognize and understand the cultural differences of their students. John Aragon identifies five vital components of culture that educators must recognize and accept while working with multicultural student polulations. He states that:

> ...culture, in the context of cultural pluralism, would include commonality among individuals within any given group in: (1) language, (2) diet, (3) costuming, (4) social patterns, and (5) ethics.[34]

Aragon's statement implies that educators must not view these ethnic commonalities as inferior to the teachers' culture, while helping students to develop a strong, positive acceptance of their own culture. The internalization by educators that people have individual worth and that equality is not abridged by differences in cultural customs, language, or dress is a necessary step in the development of a teaching profession competent to teach successfully in a pluralistic society.

Ideally, the educator would recognize, encourage, and value the ethnic and multicultural development of students. Rather than forcing all students into the majority culture mold, the educator, with great care and sensitivity, can help children live in more than one culture.[35]

Curriculum in Multicultural Education

The curricula of schools over the years have continued to perpetuate the Anglo-American myth, forced students to accept Anglo-American values to succeed, and continued to ignore the presence of the culturally pluralistic student bodies. According to Harris L. Dante, in his introduction to the book, Teaching Ethnic Studies:

> Textbooks and school curricula too often have sustained the status quo, helped entrench the stereotypes, and narrate the myth and the folklore. In some instances gestures were made to indicate that various individuals had contributed to American culture but, in general, Mark Twain's "great lie of silence" prevailed.[36]

Mildred Dickeman indicates that multicultural education must permeate all subject areas of the curriculum:

> If the traditional family structures, roles, behaviors, religious beliefs and other values of American ethnic communities are absent from most schools, equally missing are the folk literatures, arts and music of all these groups, which have given expression to their

> experiences. A large part of these cultural expressions deals with the experiences of poverty, discrimination, inter-group conflict and pressures for conformity. They form a peculiarly American record of suffering, of which the blues is the foremost but by no means the only example. They form that true corrective to the unreal blandness, the dishonest sweetness of the traditional classroom. Until this experience enters the school as a significant American record, students will continue to lack the means of relating themselves and their backgrounds to the goals of formal education. Their feelings of irrelevance and alienation will not disappear until the school positively and consciously validates their lifestyles and histories in this way.
>
> What I propose, then, is not just organic reading and writing, but a total system of organic learning, in which students continually project into the classroom and into the curriculum those events and selves, those problems and conflicts which they need to master, while the teacher continually guides them in the direction of a more general recognition of the historic roots and the wide implications of their personal concerns.[37]

This will require an examination for ethnic biases of textbooks and other materials used in classrooms, extracurricular programs (e.g. school newspapers and drama productions), parent-school relationships, and school-community relationships. Educators must be provided inservice training in how to recognize and be sensitive to ethnic bias in the curriculum that they teach.

To bring about curriculum reform American society must be reconceptualized in the schools, according to Banks:

> Since the assumption that only that which is Anglo-American is American is so deeply ingrained in curriculum materials and in the hearts and minds of many students and teachers, we cannot significantly change the curriculum by merely adding a unit or a lesson here and there about Afro-American, Jewish-American, or Italian-American history. Rather, we need to

> seriously examine the conception of America that is perpetuated in the curriculum and the basic purposes and assumptions of the curriculum.[38]

American history, society, economics, literature, art, and other disciplines must be taught from a diverse ethnic perspective rather than primarily or exclusively from the points of view of Anglo-American historians and writers. Many school districts that have attempted to add ethnic interest to the curriculum have done so by adding ethnic titled courses such as Black History and Asian History and Culture.[39] Even these courses are permeated with an Anglo-American perspective and attract students primarily from the ethnic group under study, thus failing to teach Anglo-Americans about different ethnic groups.

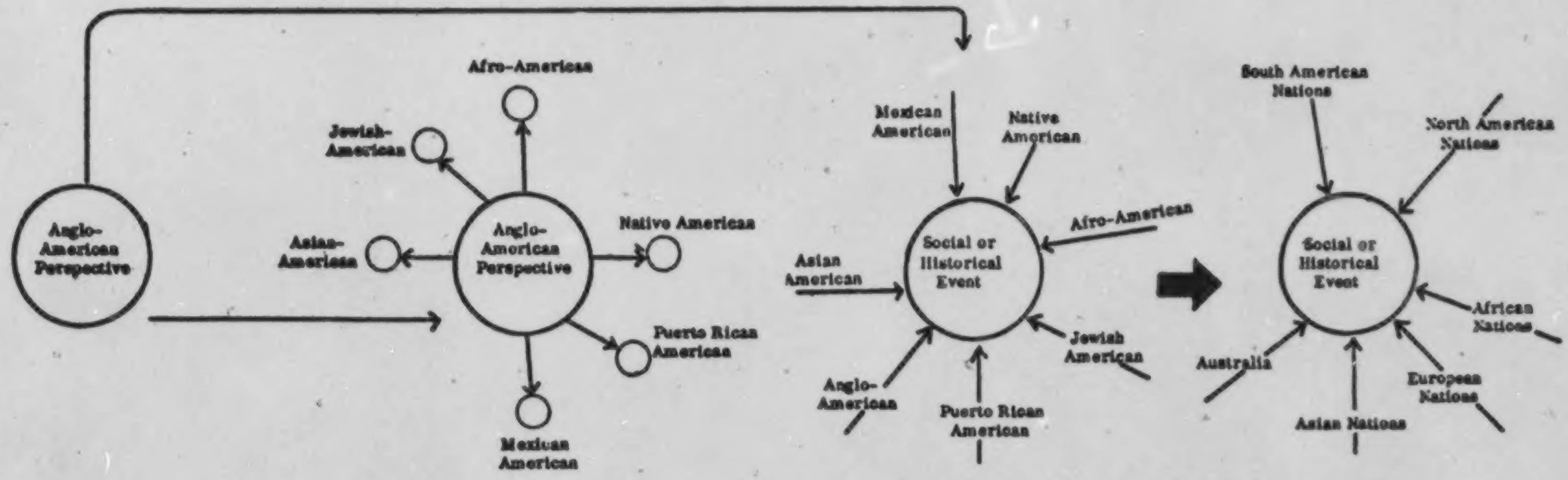
Banks calls the courses and experiences based on the perspective of Anglo-Americans the "Anglo-American Centric Model" (Model A) in the chart, "Ethnic Studies as a Process of Curriculum Change" (Figure 1). The "Ethnic Additive Model" (Model B) is often utilized by school districts when they add ethnic courses to their curriculum. Banks suggests that curriculum reform proceed directly from Model A to Model C, the "Multiethnic Model". In courses and experiences based on Model C, the students would study historical and social events from several ethnic points of view. Anglo-American perspectives become only one group of several and are in no way superior or inferior to other ethnic perspectives. Model D, the "Multinational Model", is the ultimate goal of curriculum reform. In this model, students study historical and social events from a multinational perspective.[40]

The Multiethnic Model suggests that all students, regardless of their ethnicity, race, or social class, should study all subject areas from diverse ethnic perspectives. This should help students to broaden their views of American society and to become more aware of cultural and ethnic alternatives, as exemplified in this statement by Banks:

> Most Americans are socialized within tight ethnic enclaves where they primarily learn one cultural life style and one way to be human. Consequently, most students are ethnically illiterate. By presenting all students with cultural and ethnic alternatives, schools can help them to become more ethnically literate.[41]

Figure 1

ETHNIC STUDIES AS A PROCESS OF CURRICULUM CHANGE


Anglo-American Perspective
Afro-American
Jewish-American
Asian-American
Anglo-American Perspective
Native American
Puerto Rican American
Mexican American
Mexican American
Native American
Afro-American
Asian American
Social or Historical Event
Jewish American
Anglo-American
Puerto Rican American
South American Nations
North American Nations
Social or Historical Event
African Nations
Australia
European Nations
Asian Nations

MODEL A

Anglo-American Centric Model

MODEL B

Ethnic Additive Model

MODEL C

Multiethnic Model

MODEL D

Multinational Model

Ethnic studies is conceptualized as a process of curriculum reform which can lead from a total Anglo-American perspective on our history and culture (MODEL A), to multiethnic perspectives as additives to the major curriculum thrust (MODEL B), to a completely multiethnic curriculum in which every historical and social event is viewed from the perspectives of different ethnic groups (MODEL C). In MODEL C the Anglo-American perspective is only one of several and is in no way superior or inferior to other ethnic perspectives. MODEL D, which is multinational, is the ultimate curriculum goal. In this curriculum model, students study historical and social events from multinational perspectives and points of view. Many schools that have attempted ethnic modification of the curriculum have implemented MODEL B types of programs. It is suggested here that curriculum reform move directly from MODEL A to MODEL C and ultimately to MODEL D. However, in those districts which have MODEL B types of programs, it is suggested that they move from MODEL B to MODEL C and eventually to MODEL D types of curricular organizations.

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Multicultural Education and the Educator

Multicultural education does not try to make all students fit a "one model American" mold. It does not just tolerate cultural pluralism, but is oriented toward the cultural enrichment of all children and youth through programs rooted to the preservation and extension of cultural alternatives. Multicultural education helps students attain the skills and perceptions needed to function effectively within their own ethnic cultures, other ethnic cultures, and the common culture.

Moreover, multicultural education demands that cultural pluralism become an integral part of the educational process at every level. Educators must be trained to recognize, accept, and value the cultural differences of students. They must be taught to continue to search out the historical truths. They must teach all subjects from several ethnic or cultural perspectives with the Anglo-American perspective being one of those groups rather than the dominant, superior group.

> Emphasis on intercultural acceptance among all groups is badly needed if we expect to enable new generations to reduce ethnocentrism and understand the world through the eyes of other people. Cognitive learning about the contributions of each other's culture is only the first step. Acceptance, as a value, must pass beyond mere toleration of others and provide for internalization of such an affective value. In this way we can arrive at the stage of working and living together without the obstacles of scapegoating, stereotyping, discrimination, and prejudice that prevent effective human interrelationships.[42]

Multicultural teacher education not only should provide teachers with the competence to recognize, accept, and value the cultural and ethnic differences of students, but also provide an antidote to subtle racist communications and monocultural distortions of subject matter and curriculum materials. In the introduction to AACTE's publication, Teachers for the Real World, the authors emphasized this:

> And dreariness is not the worst characteristic of the school. Much worse are the instances of teachers who reinforce racism. In some cases they are blatant and overt

> racists, but more frequently they are guilty of omission and insensitivity. Teachers tend to confuse race, class, and ethnic bias with academic standards.[43]

Multicultural education allows the teacher to be free of a system that forces him/her to train students to be "one model Americans" and allows the teacher to present a variety of cultural and ethnic perspectives and alternatives from which students might choose. This is one of the necessary first steps in the implementation of multicultural education:

> It would result in increasing the options of all pupils. It would help children understand that there are different ways of behaving which may be appropriate in different situations, and that one's goals affect vitally the choices one makes. Thus, our aim is neither to glorify the status quo, nor to force acceptance or rejection of values upon which the children's world is presently based, but to promote both teachers' and children's ability to understand and cope with an environment which can and will change.
>
> To accomplish this purpose, teachers should help pupils find answers to problems which confront them now or may confront them in the future. Instead of merely memorizing facts, pupils will investigate alternatives and propose solutions to their problems. This approach does not lessen the necessity for intensive study of society's accumulated knowledge. However, it does mean that knowledge is not an end in itself, but has a broader use. It is the basis for making decisions and solving problems. Pupils, instead of accepting passively the pronouncements of teachers, will be encouraged to question, search, reflect, and perceive relationships. In short, they will become increasingly responsible for their own intellectual, social, and emotional development. The teacher's importance is in no way diminished, for the teacher is responsible for continuously raising new questions, presenting information, probing for further knowledge, and helping pupils reach conclusions in harmony with the

> judgmental criteria that are taken to be applicable. The teacher thus becomes the director of a continuing research effort in which pupils share a progressively increasing responsibility.[44]

It is a difficult process, though, for educators to release themselves from the bondage of a system, a school organization, in which they are often very comfortable. Administrators and teacher leaders must take the initiative to provide inservice training and continual support for multicultural education.

> Teacher education has the responsibility to search out, evaluate, and organize programs which will help teachers become competent in this dimension of human development, thereby giving teachers power over themselves and their behavior as they offer every child an equal education opportunity.[45]

In Educating a Profession, the authors present ideas, recommendations, and strategies in an effort to encourage study and change in American teacher education. They comment on multicultural education and the need for preparing teachers as follows:

> Over the last two decades, our nation has painfully come to grips with the fact that our way of life has not succeeded in extending equal rights to all people. What the Constitution guarantees and what the courts have granted de jure is not what exists de facto. Much of the burden for correcting the situation has been placed on the schools. Since schools are agencies of government supported by public funds, they cannot confer benefits on one group while withholding them from another.
>
> Often, with cataclysmic suddenness, the courts give schools mandates to drastically alter programs, administrative arrangements, teacher assignments, and resource allocation. Concomitantly, these mandates dramatically change the lives of teachers. Teachers are not prepared either personally or professionally for such service. Most have been reared in middle- or lower middle-class homes and communities, ensconced safely away from the

> concentrations of minority and lower socioeconomic groups. Many possess conventional wisdom bias toward minorities. Probably few could look forward with anticipation to assignment to inner-city schools; fewer still know how to go about instructionally and socially redressing the injustices that have been done to minorities. All teachers need professional preparation for this role.[46]

Thus, if multicultural education is going to reform the curriculum, both pre and inservice teacher education programs must include it as a priority item for preparing teachers. This requires that administrators at all educational levels must themselves be committed to the concept.

The Educational Environment for Multicultural Education

For multicultural education to develop into a viable educational enterprise, the educational environment itself must also be representative of the culturally pluralistic society. "A monocultural faculty, student population, and curriculum do not possess the ingredients required for multiculturalism."[47] The environment is as equally as important as the training skills required in preparation of educators to work in multicultural settings.

AACTE's statement, No One Model American, indicates the need for teacher education institutions to actively initiate programs for preparing teachers to teach in a multicultural model, and states the essential criteria for assessing the evidence of an institution's commitment to multicultural teacher education:

> Colleges and universities engaged in the preparation of teachers have a central role in the positive development of our culturally pluralistic society. If cultural pluralism is to become an integral part of the educational process, teachers and personnel must be prepared in an environment where the commitment to multicultural education is evident. Evidence of this commitment includes such factors as a faculty and staff of multiethnic and multiracial character, a student body that is representative of the culturally diverse nature of the community being served, and a culturally pluralistic curriculum that

> accurately represents the diverse multicultural nature of American society.
>
> Multicultural education programs for teachers are more than special courses or special learning experiences grafted onto the standard program. The commitment to cultural pluralism must permeate all areas of the educational experience provided for prospective teachers.[48]

Asa Hilliard, Dean at San Francisco State University, identifies the following seven requirements for multicultural teacher education:

> 1. The program must provide feedback on candidate behavior,
> 2. The clinical setting must contain a multicultural pupil population,
> 3. The clinical context must involve a multicultural candidate class,
> 4. The clinical context must contain a multicultural professional staff in public schools and training institutions,
> 5. The clinical context must contain staff who have demonstrated their own ability in fostering growth in pupils from cultures different from their own,
> 6. The clinical context must provide access to diverse communities, and
> 7. The clinical context must provide each candidate with multicultural contact over time.[49]

Paul Collins, Director of Teacher Corps at California State University at Hayward, also empahsizes the importance of minorities being represented in teacher education programs that are committed to multicultural education:

> Each teacher education program should insure a mixture of racial and ethnic minorities within its student body, a representation of all major minority groups on its faculty, and field placements in multi-cultural settings.[50]

Collins also states that "to insure a multicultural dimension to teacher education, the first step must be to include culturally diverse communities or neighborhoods in a program;[51] and makes the following recommendation:

> No matter how difficult, the university should reach as far as necessary to obtain school sites for student teachers which include ethnic, racial, and cultural diversity in school populations. In addition to the better known minorities, the Blacks, the Spanish-speaking (Chicano, Puerto Rican, or South American), the Native American, the Chinese or Japanese American, universities should diligently search for the pockets of people who are not commonly identified, but present in significant numbers in certain areas, the Samoans, the Phillippinos, the Arabs, the French Canadians.[52]

Multicultural education at all educational levels is thus not realized through the addition of a few courses, but in an environment that reflects and promotes cultural pluralism. Such a multicultural environment will increase the interaction among diverse groups as described in the statement from No One Model American:

> The positive elements of culturally pluralistic society will be realized only if there is a healthy interaction among the diverse groups which comprise the nation's citizenry. Such interaction enables all to share in the richness of America's multicultural heritage. Such interaction provides a means for coping with intercultural tensions that are natural and cannot be avoided in a growing, dynamic society.[53]

"Democratic pluralism will remain forever an abstraction unless our youngest citizens experience in their lives the awareness of other cultures and other peoples within our society.[54]

FOOTNOTES

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[3] John Aragon, "An Impediment to Cultural Pluralism: Culturally Deficient Educators Attempting to Teach Culturally Different Children," Cultural Pluralism in Education: A Mandate for Change, p. 78.

[4] "Certain American Truths," Report of the Task Force on Human Rights (Washington, D. C.: National Education Association, 1968), pp. 3-28.

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[7] Israel Zangwill, The Melting Pot (New York: MacMillan & Co., 1909), p. 37.

[8] Hunter, Op. cit., pp. 243, 344.

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[13] Ibid., p. 244.

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[15] Barbara A. Sizemore, "Separatism: A Reality Approach to Inclusion?" Racial Crisis in American Education, Robert L. Graan, ed. (Chicago: Follett Educational Corporation, 1969), pp. 249-279.

[16] Carl A. Grant, ed., Sifting and Winnowing: An Exploration of the Relationship Between Multi-Cultural Education and CBTE (Madison, Wisconsin: Teacher Corps Associates, University of Wisconsin-Madison, 1975), p. 6.

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[21] Elementary and Secondary Education Act of 1965, Title IX, As Amended by the Education Amendments of 1974.

[22] U. S. Congress, Elementary and Secondary Education Act of 1965, Title IX, As Amended by the Education Amendments of 1972 and 1974, Sec. 901.

[23] Banks, Op. cit., pp. 17, 18.

[24] Grant, Op. cit., pp. 2, 3.

[25] Robert B. Howsam, Dean C. Corrigan, George W. Denemark, and Robert J. Nash, Educating a Profession (Washington, D. C.: American Association of Colleges for Teacher Education, 1976), p. 23.

[26] "No One Model American," Journal of Teacher Education (Winter 1973) pp. 264, 265.

[27] Banks, Op. cit., p. 19.

[28] Hunter, Op cit., p. 246.

[29] Educational Neglect: Thirteenth Annual NEA Conference on Civil and Human Rights in Education, (Washington, D. C.: National Education Association, 1975), p. 54.

[30] Hunter, Op. cit., p. 246.

[31] Banks, Op. cit., p. 23.

[32] B. Othanel Smith, Teachers for the Real World (Washington, D. C.: American Association of Colleges for Teacher Education, 1969), p. 6.

[33] James Baldwin, "A Talk to Teachers," Teaching Multi-Cultural Populations--Five Heritages (New York: Van Nostrand Reinhold Co., 1971), pp. 83, 84.

[34] Aragon, Op. cit., p. 79.

[35] Hunter, Op. cit., p. 247.

[36] James A. Banks, *Teaching Ethnic Studies--Concepts and Strategies* (Washington, D. C.: National Council for the Social Studies, 1973), pp. vii, viii.

[37] Mildred Dickeman, "Teaching Cultural Pluralism," *Teaching Ethnic Studies-Concepts and Strategies*, pp. 20, 21.

[38] Banks, 1975, *Op. cit.*, p. 22.

[39] *Ibid.*, p. 23.

[40] *Ibid.*, p. 23.

[41] *Ibid.*, pp. 26, 27.

[42] Hunter, *Op. cit.*, p. 246.

[43] Smith, *Op. cit.*, p. 5.

[44] Hunter, *Op. cit.*, pp. 250-51.

[45] *Ibid.*, p. 247.

[46] Howsam, *Op. cit.*, p. 23.

[47] Carl J. Dolce, "Multicultural Education--Some Issues," *Journal of Teacher Education* (Winter 1973), p. 283.

[48] No One Model American, *Op. cit.*, p. 264.

[49] Asa G. Hilliard, "Restructuring Teacher Education for Multicultural Imperatives," *Multicultural Education Through Competency-Based Teacher Education*, pp. 49-51.

[50] Paul V. Collins, "Multi-Cultural Education, Competence-Based Teacher Education, and the Community," *Sifting and Winnowing: An Exploriation Relationship Between Multi-Cultural Education and CBTE*, p. 205.

[51] *Ibid.*, p. 201.

[52] *Ibid.*, p. 201.

[53] No One Model American, *Op cit.*, p. 264.

[54] Donald K. Sharpes, "Residence and Race in Education: Conflict in Courts and Communities," *Journal of Teacher Education* (Winter 1973), p. 292.

CHAPTER 2

BIBLIOGRAPHY OF ERIC DOCUMENTS RELATED TO MULTICULTURAL EDUCATION AND ETHNIC STUDIES IN THE UNITED STATES

THE MATRIX DEVELOPMENT

The matrix (Table 1) used for the classification and analysis of materials included in this bibliography was originally developed by the staff and National Advisory Council of the Ethnic Heritage Center for Teacher Education. This is one of the ways in which materials in the Center's collection are classified.

The terms listed on the left-hand side of the matrix classify a document by its use. These five terms are defined as follows for the matrix and the arrangement of documents in the bibliography:

Concept Materials:	general conceptual research discussion of multicultural education and ethnic studies. These would be used as background materials for defining multicultural education or ethnic studies, as a rationale for the development of programs and materials in this area. The concept materials are subdivided into (a) teacher education documents which specifically discuss teacher training programs and include a model of a program, a list of competencies, or a description of teaching methods to be utilized in teaching multicultural education or ethnic studies; (b) general documents which include research descriptions and discussions as well as discussions of the need for the inclusion of multicultural and/or ethnic studies materials and programs in schools; (c) report documents which are reports of programs related to either multicultural education or ethnic studies; and (d) survey documents which discuss the implications of ethnic studies programs or ethnic student populations surveyed.
Classroom Materials:	specifically designed for use by students in a classroom situation. This section

TABLE 1

MATRIX FOR THE CLASSIFICATION OF DOCUMENTS

	Multicultural	Afro Americans	Mexican Americans	Native Americans	Other Ethnic Groups	Bilingual	Other Countries
CONCEPT MATERIALS							
Teacher Education							
General							
Reports							
Surveys							
CLASSROOM MATERIALS							
Teacher Education							
Preschool/Elementary							
Junior High/High School							
College							
CURRICULUM MATERIALS							
Preschool/Elementary							
Junior High/High School							
College							
Teacher Education							
General							
PROGRAM MATERIALS							
Teacher Education							
College							
Non-College							
OTHER							
Bibliographies							
Directories							

	is subdivided according to the student populations for which the materials were prepared: (a) teacher education; (b) preschool/elementary; (c) junior high/high school; or (d) college students.
Curriculum Materials:	designed to be used by a teacher for the instruction of students. This section is further divided according to the grade level with which the materials are to be used: (a) preschool/elementary; (b) junior high/high school; (c) college; (d) teacher education classrooms; and (e) general. The general curriculum materials include those that are either primarily teacher reference or guides for a K-12 program.
Program Materials:	describe programs and courses in multicultural education or ethnic studies for (a) teacher education, (b) other college programs, and (c) non-college levels. These could be used by the reader as guides in developing their own multicultural or ethnic studies programs.
Other Materials:	include (a) bibliographies and (b) directories of multicultural and ethnic studies materials and programs.

The terms across the top of the matrix describe the ethnic orientation of the document abstracts being examined. These seven terms are defined as follows for this classification scheme:

Multicultural:	(1) more than one ethnic group, or (2) an educational process oriented toward the cultural enrichment of all persons through programs that help individuals (a) clarify their ethnic identity and function effectively within their own ethnic community, and (b) recognize and accept individuals who belong to other ethnic groups and function effectively within other ethnic cultures.
Afro American:	(1) Americans of African descent, or (2) educational programs examining the culture and/or history of Afro Americans.

Mexican American:	(1) Americans of Mexican descent, (2) education programs examining the culture and/or history of Mexican Americans.
Native American:	(1) Americans of American Indian Descent, (2) educational programs examining the culture and/or history of Native Americans.
Other Ethnic Groups:	American ethnic groups other than the three previously defined. (There were documents related to Puerto Rican and Jewish Americans.)
Bilingual:	(1) educational program that utilizes English and the native language of students in the total school program, and/or (2) includes the cultural aspects of the non-English speaking ethnic group.
Other Countries:	Multicultural or ethnic programs in a country other than the United States.

ARRANGEMENT OF DOCUMENTS

Abstracts of the selected ERIC documents are arranged in five major sections based on the matrix classification as follows:

(1) Concept Materials
    (a) Teacher Education
    (b) General
    (c) Report
    (d) Survey

(2) Classroom Materials
    (a) Teacher Education
    (b) Junior High/High School

(3) Curriculum Materials
    (a) Preschool/Elementary
    (b) Junior High/High School
    (c) College

(4) Program Materials

(a) Teacher Education
(b) College
(c) Non-College

(5) Other Materials

(a) Bibliographies
(b) Directories

ETHNIC IDENTIFICATION

All abstracts are also identified by the ethnic group being described or discussed in the document. The ethnic identification is located by two letters found on the right hand side above the first line of each bibliographical entry. The key for the five ethnic identifiers is as follows:

MC	Multicultural
AA	Afro American
MA	Mexican American
NA	Native American
OE	Other Ethnic Groups

The abstracts for neither the documents about bilingual education nor the documents about programs in other countries are included in the annotated bibliography that follows.

The ERIC bibliographic citation for each entry includes the following information: author; title; institution or publisher; date of publication; number of pages; ED (ERIC index) number; and, by the inclusion or ommission of the acronyms MF (microfiche) and HC (hardcopy--xerox), an indication of the availability of the document in these forms from the ERIC Document Reproduction Service (EDRS). (An EDRS order form is appended to this publication.) If a document is marked "Document Not Available from EDRS," the address of where the document can be obtained is included in the citation.

CONCEPT MATERIALS

TEACHER EDUCATION

MA

Garcia, Ernest F. Chicano Cultural Diversity: Implications for CBTE. 1974. 24p. ED 091 375 MF & HC

This paper focuses on the competencies that teachers need in working with Chicano children by describing the culture filter concept, discussing cultural pluralism, and stressing the importance of a competency-based teacher education (CBTE) program specifically relating to the Chicano. The culture filter concept suggests using knowledge of cultural factors to arrange an environment where children perceive themselves positively to enhance learning. The discussion on cultural pluralism emphasizes the differences within a cultural group and suggests that the teachers focus on the needs of each subgroup. Next, the importance of CBTE programs in the education of Chicano is stressed. Requirements to prepare candidates to teach effectively in a culturally diverse society and illustrative performance objective for CBTE candidates are presented. The author concludes that cultural differences can hinder learning when the conditions do not accommodate those differences. Therefore, teachers need those competencies which will enable them to understand and utilize aspects of cultural diversity which will increase changes of success for the learner. A 13-item bibliography is included.

MC

Gayles, Anne Richardson. The Multicultural Approach to Designing an Effective Program of Professional Laboratory Experiences. Paper presented at the Southeastern Regional Association of Teacher Educators meeting (Orlando, Florida, November 7, 1975). SP 009 671; ED to be announced in April RIE MF & HC

This paper proposes the restructuring of preservice professional laboratory programs to make these preservice experiences meaningful for prospective teachers of students whose racial, social, religious, and cultural backgrounds differ from the mainstream. Professional laboratory experiences are defined as learning activities in which the prospective teacher is able to observe teachers and pupils at work, perceive teaching acts or events with understanding, and become directly involved in carrying out the process of teaching. It is stated that a multicultural professional laboratory program provides an ideal opportunity for directing prospective teachers toward the development of self-analysis and self-improvement as teachers and as students, thereby promoting discovery of their strengths as teachers and revealing how to capitalize upon them in the process of learning how to function and adjust in a culturally diverse society. The competencies necessary for effectively teaching students of different cultures are listed, as are the basic assumptions underlying a multicultural approach to professional laboratory experiences, the characteristics of a multicultural professional laboratory program, factors to be taken into consideration when designing such a program, and concepts and strategies for program implementation.

MC

Hernandez, Norma G. Multicultural Education and CBTE: A Vehicle for Reform. 1974. 25p. ED 091 386 MF & HC

This paper, which focuses on competencies needed to teach in a culturally diverse society, discusses three basic goals that are acceptable to a wide range of individuals, describes a model that is designed to provide instructional experiences that enable teachers to understand and respect different value systems, and discusses why competency-based teacher education (CBTE) should be used to teach in a culturally pluralistic society. The goals which can be interpreted as specific behaviors by educational groups interested in working in various settings, include the following: (a) recognizing the importance of cultural identification to the development of a strong sense of individual identity, (b) recognizing that a student's first language is a positive factor in learning, and (c) recognizing that a student's heritage must be preserved. Next, the model of the sociocultural component for training teachers at the University of Texas is discussed. Finally, reasons why CBTE should be used as a strategy in multicultural education are discussed. They include the following: (a) CBTE recognizes individual differences as positive factors in learning; (b) CBTE offers accountability in relation to multicultural education; (c) CBTE has a wide range of sources that a systems approach requires in terms of input; and (d) CBTE presents a vehicle for reform in terms of affective feedback and mastery learning.. A 19-item bibliography is included.

MC

Hilliard, Asa G. Restructuring Teacher Education for Multicultural Imperatives. 1974. 15p. ED 091 380 MF & HC

This paper states that the real issue in multicultural education is to gain clear sense of cultural dynamics as they affect education and to develop effective strategies for guaranteeing real equity in educational opportunity for all. The author discusses some essentials of multicultural education. First, the following nine essential considerations should be contained in multicultural education programs: (a) the teaching process is always a cross cultural encounter; (b) all teaching tools are culture bound; (c) the classroom is a potent matrix; and (d) the teacher must understand that all minds are equally complex. Second, teachers must develop the following skills to teach students from other cultures: (a) the ability to communicate; (b) the ability to diagnose knowledge and capabilities; (c) the ability to evaluate the professional literature bearing upon multicultural education problems; (d) the ability to diagnose oneself; and (e) the ability to recognize cultural equivalencies. Third, three basic attitudes that should emerge as teachers work cross-culturally are described in seven essentials. The author concludes that there is hope for success in improving the ability of teachers to work with children from different cultures if training programs give the highest priority to this problem and if the successful cross-cultural experiences of teachers of all races and socio-economic background are used as a guide. (A 17-item bibliography is included.)

MC

Hunter, Willian A., ed. Multicultural Education Through Competency-Based Teacher Education. American Association of Colleges for Teacher Education, Washington, D.C. 1974. 283p. ED 098 226 MF & HC

This publication is the result of a Multicultural Education/Competency Based Teacher Education (M/CBTE) project which, among other objectives, sought to bring together the findings of separate studies, projects, and research efforts. The project proposed to take a broader approach to the overall problem of quality education by seeking to identify generic concerns and needs common to all ethnic groups and diverse cultural situations. The project at the same time sought to identify those needs felt to be unique or more relevant to certain cultural circumstances and situations than others. Part 1 of this document is in the form of a prologue; it is entitled "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the Black American, Spanish-speaking American, and Native American academic communities who were invited to contribute. Part 2 treats teacher competencies from the perspective of the Black American educator. Part 3 treats teacher competencies from the Spanish-speaking educator's perspective (including views of Puerto Rican Americans, Chicano Americans, and Cuban Americans). Part 4 treats teacher competencies from the perspective of the native American, recognizing the divergencies of views among the nearly 300 tribal groups. Part 5 seeks to identify teacher competencies common to all groups as well as those recognized in the general society as evidence of accepted requirements and standards.

NA

Kalectaca, Milo. Competencies for Teachers of Culturally Different Children: Teacher Competencies for Teaching Native American Children. Paper prepared for Writing Conference on Multicultural Education, CBE Teacher Competencies Effective with Youth from Different Cultural Groups (June 1974). 18p. ED 091 379 MF & HC

This paper discusses competencies needed for teaching culturally different children. First, competencies are discussed that enable the teacher to gain community support and maneuver within the students environment in the community. Proficiencies needed for teaching language, history, and religion are described. Second, a preservice instructional program is described which focuses on giving a total picture of the Indian child in the home and school on environment. Seven general competencies and several specific competencies in the areas of instruction, community, and student-teacher relationship for the teacher intern are listed. Third, 13 competencies for teaching in a multicultural society are presented which include recognizing that all cultures have the same human needs, helping students understand their values and attitudes, and instilling in students an appreciation of human diversity. Finally, an ideal competency-based teacher education (CBTE) program for teaching in a culturally diverse society is described, and seven basic characteristics of CBTE are discussed. The author concludes that the goal of CBTE should be to provide the kind of trainees for differentiated staff positions who are supportive of the innovative changes needed for effective educational development. An 8-item bibliography is included.

MA

Klingstedt, Joe Lars. Teacher of Middle School Mexican American Children: Indicator of Effectiveness and Implications. 1972. 47p. ED 059 828 MF & HC

A summary of research and related literature on the problem of identifying indicators of teacher effectiveness. Publication is divided into three sections: (1) traditional indicators of teacher effectiveness in terms of good teaching procedures (e.g., positive reinforcement) and desirable personality characteristics (e.g., ability to set a favorable climate for teaching); (2) new trends in identifying indicators of teacher effectiveness (e.g., development of systems models and microteaching); and (3) implications for teacher education in the form of a teacher education model--with suggestions for further study. A bibliography of 83 citations is included.

MC

Mazon, M. Reyes. Community, Home Cultural Awareness and Language Training (CHCALT): A Design for Teacher Training in Multi-Cultural Education. A program outline for the Bilingual/Cross-Cultural Specialist Credential. San Diego State Univ., Calif. Inst. for Cultural Pluralism. 1974. 8p. SP 009 649; ED to be announced in April RIE MF & HC

The Institute for Cultural Pluralism, a resource facility in multicultural education in the School of Education at San Diego State University, has been assigned to develop the Bilingual/Cross-Cultural Specialist Credential (BCCSC) Program plan. The basis of the BCCSC Program is the Community, Home, Cultural Awareness, and Language Training (CHCALT) model. The CHCALT model is based on nine features, which are considered essential to any multicultural education program. Incorporating these nine elements as the major goals of the program, the CHCALT teacher training model is divided into the following four basic components: (1) philosophy of education for the culturally and linguistically different, (2) sociocultural awareness, (3) oral language and assessment techniques, and (4) diagnostic and prescriptive strategies. These components make up the four phases used in the implementation of the CHCALT training model. (The four phases of the CHCALT teacher training model are discussed in detail. The appendix presents diagrams of the CHCALT model.)

NA

Miller, Louise. A Need for a Competency Based Teacher Education for Native Americans. Position Paper. 1974 25p. ED 091 387 MF & HC

This paper addresses: (a) problems in the education of Native Americans caused by prejudice and the coercive assimilation policy of the federal government, and (b) the need for improvement of education for Indians. The prime requisites for change must be generated in a climate of willingness on the part of educational institutions to assume responsibility of their role as change agents and validate the definition of educational expectations, needs, and priorities as defined by the Indian community. Those definitions of educational needs by the Indian community should then be processed into existing teacher training programs as viable and essential components in the teacher training process. One of the most comprehensive models that deal with the training for the ethnically different child is being developed at the Institute for Cultural Pluralism, San Diego State University. It is composed of four basic components: (a) philosophy of education for the culturally and linguistically different, (b) sociocultural awareness in the home and community, (c) oral language and assessment techniques, and (d) diagnostic and prescriptive strategies. The competency statements of this program are included in the paper, as is a brief bibliography.

MC

Mortenson, W. Paul; Netusil, Anton J. Attitudes of Prospective Teachers toward the Culturally Different. 16p. MF & HC

This study examined whether or not prospective elementary school teachers can become more positively oriented toward culturally different children after taking teacher education courses that focus on teaching these children. Two groups were taught two courses dealing with disadvantaged youngsters. Group A took the course during the summer and did not have any interaction with such children. Group B took the courses during two consecutive fall and winter quarters and worked with culturally different children. Students were administrered questionnaires which dealt with their feelings about minority people both before and after the courses. Conclusions were that students who taught courses about minorities without having real-life experience with them became more prejudiced. Students who worked with minority people became less prejudiced in general. Results indicated that practicum experiences of student teachers should include interaction with children not of the dominant culture if the teachers are to avoid looking down on them or expecting them to fail. This is particularly important because children often live up or down to the expectations of their teachers.

MC

Pettigrew, L. Eudora. Competency Based Teacher Education: Teacher Training for Multi-Cultural Education. 1973. 38p. ED 092 486 MF & HC

This paper defines competency based teacher education (CBTE) and discusses relevant competencies, some problems and issues, and some assessment strategies. Competencies for all teachers and nine competencies for teachers working in a multicultural setting are listed. Problems discussed include the following; (a) professional educators ignore the problem of ethnic pupils' school achievement; (b) teacher behavior fosters pupil behavior that fulfills the culturally deprived expectation; and (c) teachers hold biased sterotypical views of minority pupils. The discussion on assessment strategies includes the following topics: (a) assessment of cognitive and behavioral skills, (b) behavioral assessment strategies, (c) behavioral objectives, (d) instructional stategies on designing a learning environment, and (e) evaluation as a tool for collecting data to optimize the system. The author concludes that training institutions should facilitate an educational policy which promotes the following; (a) conducting scientific analyses of learning tasks and designing teacher functions to maximize the probability of achievement, (b) redesigning teacher functions with the CBTE model, (c) instructing teachers in the pros and cons of reinforcement practices, (d) designing internships for teachers,

(e) providing instruction on teacher expectancies of minority pupils and the ramifications of teacher behavior, and (f) instructing teachers in the evaluation of pupil performance on a pre-post performance continue.

NA

Potts, Alfred M.; Sizemore, Mamie. Developing Curriculum For Indian Children. Adams State College, Alamosa, Colo. 1964. 141p. ED 012 188

This workshop report was prepared as a guide for teachers of Indian children in the four corners area of Arizona, Colorado, New Mexico, and Utah. A brief description is given of the history and development, up to their present status, of UTE Mountain Utes, Southern Utes, Jicarilla Apaches, Pueblo Indians of New Mexico, and Navajos. The stated purposes are to provide teachers with insights into problems of educating these children and to provide knowledge of their different cultural backgrounds, learning and behavior problems, and values. Problems inherent in their cultural translation are discussed to indicate areas of needed understanding, foremost among which is developing the ability to communicate effectively in English. Several methods for teaching English are described, both for beginners and for upper-grade students. Short sections discuss methods of teaching social studies, arithmetic, and science. Problems of intelligence and achievement testing are discussed. The publication emphasizes that these children should be tested only when a definite purpose is to be served and then with great care, since most standardized tests do not indicate accurately the capabilities of Indian children. Many bibliographies, references, and teaching aids are given.

MC

Sullivan, Allen B. Cultural Competence and Confidence: A Quest for Effective Teaching in a Multicultural Society.
Position paper for the American Association of Colleges for Teacher Education, Competency Based Multicultural Project Conference (Norman, Oklahoma, June 1974.) 28p. ED 091 388 MF & HC

In order to develop teachers who are able to provide effective education to all youth in general and culturally distinct youth in particular, it is necessary that teachers have a commitment to the goal of effective education for all and that they meet this goal by demonstrating competence in the manipulation of content in cultural context. Historically, educators have agreed that: (a) schools should be concerned with the process and the product of education; (b) affective learning should be stressed as much as cognitive learning; (c) the focus of schooling should be on the development of the student as a social and civic human being; and (d) students should learn the basic values claimed by the "American Culture." However, many would agree that the goals expressed by American educators are rhetoric rather actual educational practice, especially as they relate to the education of students who are members of minority groups. Competency-based teacher education may be a way of aligning rhetoric with reality because it distributes the responsibility for more effective education throughout the educational system.

Effective teachers must be able to demonstrate knowledge in the following areas: (a) the visibility of minorities, (b) racism of society, (c) language and the minorities, (d) innovation and minority education, (e) the affirmation of minorities in education, (f) the community and the schools, (g) curricula in minority education, and (h) the preparation of teachers for a polychromatic society.

MC

Ulibarri, Mari-Luci. In-Service Teacher Education in a Tri-Ethnic Community: A Participant-Observer Study. Ph. D. dissertation, University of New Mexico, Albuquerque. 1970. 259p. ED 044 680 MF & HC

An urgent need was felt for broader implementation of processes similar to those indicated in this study to help reorient teachers effectively, quickly, and as painlessly as possible so that they can better meet the needs of the Spanish surnamed and the Indian Americans enrolled in public schools. Six prime questions were involved during the implementation of this in-service education model in a tri-ethnic community: Will there be satisfication with traditional curriculum when cultural differences are understood? Is it possible to develop an awareness of a person's own needs which may be in conflict with the student's needs? To what extent will self-evaluation help in understanding techniques and methods used with students? Will needs for special materials, techniques, and community involvement be apparent and understood by the school personnel? Will an in-service program be able to initiate required curriculum changes? What are the results of the total project? In summarizing, the author emphasizes that meaningful social changes in school programming activities can occur. A base-line direction for change can be established; a project such as the model described can set such a base-line program of recommendations. The author feels that personnel in schools with students from minority groups should know about the processes described here.

MC

Wynn. Cordell. A Position Paper on Teacher Competencies for Cultural Diversity in Connection with the AACTE Multicultural Education/Competency-Based Teacher Education Project. 1974. 29p. ED 091 389 MF & HC

The objective of teacher education programs should be to assist prospective teachers in developing competencies needed to intervene successfully in the development of youth from diverse cultural backgrounds. This objective has a number of implications for teacher education programs and for school curriculum at all levels. Teacher education institutions must: (a) develop programs that reflect the defined skills, attitudes, and experiences required of individual living and learning in a pluralistic society: (b) replace subordinate content objectives with behavioral objectives: (c) employ, in the full range of positions, faculty and administrators from all ethnic groups; (d) implement training components that provide for competencies needed in cross/cultural and minority teaching/learning situations; and (e) assist school districts in establishing teaching/learning effectiveness centers to provide for the upgrading of professional competencies in the cognitive do-main and to combine creativity with the ability to be a resource to the learning process for all youth in a pluralistic society. The schools must (a) adopt a philosophy of continuous progress, (b) select instructional resources that will reflect multicultural education, (c) relieve the teacher of nonteaching functions, and (d) provide opportunities within the school for the child to apply rational thinking to real problems of living in a culturally diverse society. (This document contains a 2-page bibliography and glossary of competency-based teacher education terms.)

GENERAL

MA

Ainsworth, C. L. ed. Teachers and Counselors for Mexican American Children. Southwest Educational Development Lab., Austin, Tex.; Texas Technological Coll., Lubbock. 1969. 137p. ED 029 728 MF & HC

The main problems confronting teachers of Mexican American children are the language and cultural barriers. Mexican American children are often limited in communication skills in both Spanish and English and hold different values and life styles than the Anglo American teacher. The "live now" attitude, which is characteristic of Latin cultures, instead of putting off gratification of desires that is part of the Protestant ethic, frustrates many teachers. Teachers, preferably from Spanish-speaking background, should be trained in both Spanish and English. Historical origin and background, cultural characteristics and basic values and aspirations of the Mexican American culture, as well as linguistics, should be included in teacher education. School counselors should possess guidance skills to help solve Mexican American students' problems of role acceptance, self-concept, and social values. Finally, in the acculturation of the culturally disadvantaged Mexican American, a pluralistic goal is desirable which maintains the existence and identity of the minority instead of assimilationist aims. Included is a 75-page bibliography.

AA

American Council on Education, Washington, D.C. The Campus and the Racial Crisis. Background papers presented at 52nd Annual Meeting of the American Council on Education, Washington, D.C., (Oct. 8-10 1969). 139p. ED 032 860 Document Not Available from EDRS.

The background papers for this meeting deal with the university's response to social turmoil in the United States, primarily in the areas of black enrollments and black studies. Todd Furniss discusses the issues motivating demands for black studies. In "Racial Pressures or Urban Institutions," Samuel Proctor describes the impatient mood of blacks, their frustrations with conventional university behavior, and the challenges of "relevance." Lincoln Gordon writes of the difficulties of governance amid conflicting pressures. Thomas H. Eliot describes Washington University's response to demonstrations and demands. "Racial Considerations in in Admissions" are documented and analyzed by Alexander Astin. David Brown discusses which investments of financial resources would be most productive in solving the racial crisis. How the university curriculum should respond to larger black enrollments is examined by Amitai Etzioni in a discussion of alternative kinds of academic programs. Finally, Harold Enarson outlines the university's opportunities to improve the quality of urban life in "Higher Education and Community Services."

NA

Arizona State University, Temp. Bureau of Educational Research and Services. New Horizons for Indian Education Conference (9th, Arizona State University, March 22-23, 1968). Arizona State Univ., Tempe. Indian Education Center. 1968. 47p. ED 027 981 MF & HC

Innovative programs have been undertaken at several reservation schools to meet the special needs of Indian students. Often, however, the cultural background of the student is neglected, and he is forced to adapt to an alien school system. This creates an especially difficult problem set for the student with a poor grasp of the English language. Suggestions resulting from the conference for alleviating these problems include adoption of texts stressing Indian culture, increased involvement of Indian parents in school functions, full participation by rural schools in available state and Federal programs, and increased emphasis by colleges and universities on Indian culture in teacher preparation courses.

MC

Association for Childhood Education International, Washington, D.C. Children and Intercultural Education: 1973. 73p. ED 092 649 Available from Association for Childhood Education International, 3615 Wisconsin Avenue, N.W. Washington, D.C. 20016.

Children and Intercultural Education culminates the Association for Childhood Education International's three-year emphasis on a project, "Neighbors Unlimited," in which thousands of members and their local branches worked to broaden and intensify efforts toward bettering intergroup relations. This resource kit of three booklets is aimed at those educating children in the home, in school or through other programs, and at those whose concern is in making intercultural education an intergral part of all learning. Part I gives the reader insight into how minorities feel about themselves. Part 2 develops the concept of cultural pluralism, frames the need for development of cultural awareness in children at an early age, and states the importance of second-culture experiences. Research related to children's prejudices is explored; implications are considered. In Part 3, 11 educators examine the content of programs and practices that may make minorities feel unwelcome and inadequate in the classroom. Attention is also focused on the identity crises faced by the Black, Chicano and Puerto Rican child; myths about Native Americans; and testing and evaluating. Questions of busing and multicultural instructional materials are discussed.

MC

Banks, James A. Cultural Pluralism: Implications for Curriculum Reform. Revised version of paper presented at the Conference on Pluralism in a Democratic Society sponsored by the Anti-Defamation League of B'nai B'rith (New York, New York, April 1975). 33p. ED 109 270 MF & HC

This paper asserts that neither the cultural pluralist nor the assimilationist ideology can adequately guide curriculum reform, and advocates the adoption of a pluralist-assimilationist ideology. The pluralist-assimilationist assumes that while the ethnic group and the ethnic community are very important in the socialization of individuals, individuals are strongly influenced by the common culture during their early socialization, even if they never leave the ethnic community. The primary goal of the curriculum, according to this ideology, should be to help children learn how to function more effectively within their own ethnic culture, within the wider common culture, and within other ethnic communities. The pluralist-assimilationist also assumes that ethnic minorities do have some unique learning styles, although they share many learning characteristics with other children. It is held that curriculum reform must have several major goals: (1) to help individuals to clarify their ethnic identities and to function effectively within their own ethnic communities; (2) to discourage ethnic ethnocentrism; and (3) to help students to develop the ability to make reflective decisions so that they can resolve personal problems and undertake effective social action. Ethnic studies should be viewed as a process of curriculum reform.

MC

Banks, James A. Ethnic Studies as a Process of Curriculum Reform National Academy of Education, Stanford, Calif.; Paper presented at the Anti-Defamation League of B'nai B'rith Conference on Cultural Pluralism (Tarrytown, New York, April 4-6, 1975). 38p. ED 110 377 MF & HC

There are several widespread assumptions about ethnic studies which have adversely affected the development of ethnic studies programs in the schools. Five of these assumptions are that ethnic studies are (1) the study of ethnic minority groups, (2) designed for ethnic minorities, (3) supplementary to the curriculum, (4) the study of strange customs, and (5) the celebration of ethnic holidays. Instead, ethnic studies should be conceptualized as a process of curriculum reform that will result in the formulation of a new curriculum with novel assumptions, goals, and means. Three major interdependent goals for curriculum reform and ethnic studies include helping individuals to clarify their ethnic identities and function effectively within their own ethnic communities, to develop a sensitivity to and understanding of other ethnic cultures and to function effectively within them, and to develop the ability to make reflective decisions on social issues and to take effective actions to resolve social problems. With these goals in mind, ethnic studies should become a study of historical and contemporary social events from a multiethnic perspective rather than from an Anglo-American perspective. Specific steps and teaching strategies which social studies teachers can take to implement a multiethnic social studies curriculum are outlined.

MC

Baty, Roger M. Education for Cultural Awareness. Bulletin Series in School Desegregation. University of California, Riverside. Western Regional School Desegregation Projects. 1971. 33p. ED 056 153 MF & HC

In discussing cultural awareness, this report points out the needs for teacher education in this area. The report questions the utility of the melting-pot image for America; it expressess the belief that ethnic, racial, and cultural differences do exist, and that educators ought to recognize, value, and reward these differences. The multiethnic or pluralistic model is proposed as a more relevant educational model for the 1970's. Work in training teachers in this area is described.

MA

Benitez, Mario. A Blueprint for the Education of the Mexican American. Paper presented at the Annual Convention of the Comparative and International Education Society, San Antonio, Tex., March 25-27, 1973. 9p. ED 076 294 MF & HC

A blueprint for the education fo the Mexican American is proposed in this paper, incorporating what has been learned from past failures. It is based on the philosophical assumptions that (1) bilingualism is an asset and not a liability and (2) education must be planned for each child according to his needs. Five basic curriculum reforms conducive to better performance by the Mexican American are proposed. These include (1) assessment of language competency, (2) the attitude toward the Spanish language of the Southwest (3) the use of Spanish as a vehicle of learning, (4) the emphasis on oral language development, and (5) the reevaluation of testing instruments. Some of these reforms have been in operation on a limited basis through Title I, Title III, or Title VII Federal funds.

OE

Best, Billy F. From Existence to Essence: A Conceptual Model for an Appalachian Studies Curriculum. Ed.D. Dissertation, University of Massachusetts. Available from Inter-Library Loan from University of West Virginia. 1973. 186p. ED 108 815 Document Not Available from EDRS

Comprised of four chapters, this dissertation explores the existential premise "existence precedes essence" as applicable to development of a conceptual model for an Appalachian studies curriculum. Entitled "Personal Considerations: Pedagogy of a Hillbilly", the 1st chapter details the conflicts between the Appalachian institution of the extended family and that of the public schools, Chapter 2 reviews and comments upon the differing interpretations of Appalachian history and culture. Divided into 5 components, the 3rd chapter presents the following philosophical considerations: (1) existence as a self (conception as the beginning of existence); (2) the self as formed and structured through interaction with institutions, individuals, and systems: (3) the self discovers itself (theological, psychological, and philosophical aspects of self discovery/rebirth); (4) the self defines itself (free will); and (5) the self transcends itself (conscious acts within a cultural setting of the self defining individual). Dealing with the practicalities of applying the "From Appalachians to Essence" model to ethnic groups in general and Appalachians in particular, Chapter 4 is divided into the following three components: (1) institutional reform; (2) recall (suggestions for helping those victimized by miseducation); and (3) curriculum reform.

AA

Blassingame, John W., ed. New Perspectives on Black Studies. University of Illinois Press, Urbana, Ill. 1971. 243p. ED 086 756; Document Not Available from EDRS.

The essays in this collection have been compiled in an effort to answer some of the complex questions posed by Black Studies. Nathan Hare, Roger Rischer, June Jordan, Michelle Russell, and DeVere E. Pentony explain the rationale for Black Studies. They contend that such programs would help the Negro to form a clearer sense of his own worth and white men to accept him as a human being. They insist that such programs are essential in the formation of a black intelligentsia and efforts to improve the black community. The essays in Part Two focus on some of the problems involved in the establishment of Black Studies programs. Kenneth Clark and Stephen Lythcott debate the advisability of establishing programs which exclude whites. Eldon Johnson, Jack J. Cardoso, Clark, Eugene Genovese, W. Arthur Lewis, and John Blassingame call for a more dispassionate approach to the whole question. Joanna Schneider, Robert Zangrando, and Blassingame argue that the historian by his moral insensitivity or conscious efforts to support white supremacy has made the Negro the "invisible man" of American history. The Appendix contains a Model Program in Afro-American Studies prepared by several scholars. Discussing the rationale, the objective, and the courses which should be included in Black Studies, these scholars claim that their Model can be used as a point of departure for colleges which are planning or reviewing such programs.

NA

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C. Cultural Difference as the Basis for Creative Education at the Institute of American Indian Arts. 1971. 15p. SP 009 633; ED to be announced in April RIE MF & HC

The task of setting up and administering educational programs for the American Indian has been fraught with seemingly insurmountable problems and inbuilt frustrations for both the Indian population and the federal government. Many programs are now under way to increase Indian control of Indian affairs, including their own educational institutions. The Institute of American Indian Arts makes special curriculum provisions graded to the special needs of Indian youth in an attempt to turn the potential disadvantage of the cultural transition to advance and to stimulate extensions of American Indian expressions in the arts. The underlying philosophy of the programs is that unique cultural tradition can be honored and can be used creatively as the springboard to a meaningful contemporary life. The Institute plans its programs around the special needs of the individual and attempts continuously to expand its understanding of student problems as they emanate from Indian cultural origins. The school offers an accredited high school program with emphasis on the arts, and a college level program as preparation for college and technical schools and employment in arts-related vocations. The age range of the student body is from 15 to 27. This method of dealing with Indian minority problems seems to hold promise of being an effective education approach for dealing with the needs of other minority groups.

MC

Burger, Henry G. "Ethno-Pedagogy": A Manual in Cultural Sensitivity, with Techniques for Improving Cross-Cultural Teaching by Fitting Ethnic Patterns. Southwestern Cooperative Educational Lab., Albuquerque, N. Mex. 1971. 185p. ED 091 109 MF & HC

The document presents material and personnel to alleviate the ignorance of the nature and extent of ethnic differences in the United States through applied educational anthropology. Using the term "ethno-pedagogy" for the application of cultural anthropology to education, the chapters discuss: (1) the need for applied educational anthropology; (2) the plan of the manual: (3) the inadequacy of individualistic models for cross-cultural education; (4) how cultures make neighboring societies different; (5) how culture structures education; (6) the unpredictability of outcome when two cultures meet; (7) syncretism, the mutual compromise of cultures; (8) how industrialism patterned the U.S. and spread from factory to social life; and (9) the U.S. trend from melting pot to cultural pluralism. Chapters 10-17 discuss ethnic variables for: modification for cross-cultural education: domains of cognition versus affect versus psychomotion; communication; timing; space; social organization; ethics (the goodness of human nature); and causalty (the sense of environmental control). Additional chapters present: (18) the redirectability of cross-cultural education; (19) a roster of educational problems caused by ethnic differences; and (20) adapting the elements of education cross-culturally. Chapters 21-24 give educational variables for teaching methods, curricular subjects, and subject examples. The remainder of the document covers cultural patterns of, and applications for, specific cultures (including Yankees).

MA

Cabrera, Y. Arturo. Chicano Educational Priorities: Mindongo, Hash, or Potpourri. Paper presented at a workshop on Southwest Ethnic Groups: Sociopolitical Environment and Education, El Paso, Texas, July 28, 1972. 10p. ED 071 814 MF & HC

Mixed feelings about the state of the art in education and over the proposals for the education of Mexican Americans are expressed. Unforunately, the majority of college faculty make but few changes, and it is suggested that more change and innovation come from the public schools. Expressions of revolt against the traditional curriculum have not brought about significant change. So, the major problem continues to be the perpetuation of a rigid curriculum; consequently, school people are viewed with suspicion. Further, strong disagreement exists over specifics in Mexican American culture and Spanish language elements which may serve as a basis for curriculum change. And this is blurred by the lack of clear or at least acceptable descriptions of characteristics that have application on a larger and universal scale. General guidelines are suggested for curriculum changes for the education of Mexican American groups.

AA

Calbert, Roosevelt; Epps, Willie J. Curriculum Change in Black Colleges VIII. A Report on a Cooperative Academic Planning Curriculum Development Workshop (Bethune-Cookman College, Daytona Beach, Florida, June 5-8, 1974) Technical Assistance Consortium to Improve Coll. Services, Washington, D.C. 1974. 152p. ED 096 894 MF & HC

This publication includes the proceedings of the June 5-8, 1974 curriculum development workshop of the Cooperative Academic Planning (CAP) program. Emphasis is placed on curriculum change and improvement. Topics discussed include indicators for academic planning; competency-based education; research center as a mechanism for strengthening academic programs; college reading and the content areas; innovative computer services for colleges; and the problems, prospects, and promises for Black colleges offering multicultural education. Abstracts of documents by 20 of the 25 CAP participating colleges and universities are included.

MA

California State Department of Education, Sacramento. The Education of the the Mexican-American. A Summary of the Proceedings of the Lake Arrowhead and Anaheim Conferences. Office of Education (DHEW), Washington, D.C. 1969. 19p. ED 050 844 MF & HC

Under the auspices of the California State Department of Education, conferences were held in August of 1966 and April of 1967 "by outstanding Mexican American educators" who brought forth questions and proposed solutions to the need for a different kind of quality education for the student of Mexican descent. This document summarizes those conferences, which dealt with all Mexican American students--immigrant children, the children of migrant workers, and the various generations of students living in homogeneous communities composed of persons of Mexican descent. The major thrust of the conferences was the "low educational attainment of the Mexican-American." Among the topics discussed were (1) the Mexican American education problem, (2) points of view on the place of Mexican American culture in California, (3) the status of current educational programs for Mexican American students, (4) curriculum modification for Mexican American students, (5) important considerations for Mexican American education programs, and (6) suggestions for different levels of instruction. The document concludes with a discussion on counseling and guidance, staff training, and school-community relations.

MC

California State Department of Education, Sacramento. Bureau of Intergroup Relations. Kit of Materials for Needs Assessment and Evaluation. 1974. 59p. ED 099 442 MF & HC

The items included in this kit represent a variety of needs assessment instruments and evaluation designs and methods offered by school districts in their plans for implementation of Article 3.3, Education Code Sections 13344-13344.4, school staff preparation in the history, culture, and current problems of racial and ethnic minorities. Some are appropriate for large districts, some for small. They show diverse thinking about objectives and measurement. They deal variously with the assessment of staff needs, with patterns of attitude and opinion, and with the evaluation of inservice content, presentation methods, and outcomes. Contents include: (1) A Statement on the Goals of Multicultural Education; (2) Form IR-303, Progress Report, School year 1973-4; (3) Staff Opinion Survey, (4) A Personal Questionnaire for Teachers of Chicano Students (Baldwin Park); (5) Pre-Program Survey of Course Expectations; Post-Course Survey of Expectations--Fulfillment (Santa Cruz); (6) Multicultural Inservice Training Institute Needs Assessment Inventory; Post-Institute Survey (Canada College); (7) Five Questions for Teachers in Evaluating Multicultural Inservice Activities; (8) Evaluation Design for 3.3 Inservice Training Program (Riverside); (9) Design for Evaluation of District Inservice Plan (Fresno); and, (10) Needs Assessment, Objectives, Activities, Assessment-Evaluation (Oceanside).

MC

Carpenter, John A.; Torney, Judith V. Beyond the Melting Pot to Pluralism
1973. 23p. SP 009 687; ED to be announced in April RIE MF & HC

Assimilation of immigrants into the dominant culture of America helped to solidify a people, but at the same time the stimulation and opportunities for growth and change coming from a mixture of different people with different skills, values, and approaches to life were lost. Immigrants, particularly those from Eastern Europe, have been disparaged by ethnocentric writers. Children whose backgrounds are disparaged or ignored in public schools will feel badly about themselves, and children who have not been taught to appreciate and understand other peoples and cultures will grown up to be less adaptive and flexible adults. Early childhood may be the most promising time to teach children about other cultures, both domestic and international. Learning a second language can be particularly helpful in fostering cross-cultural appreciation. Teachers themselves should have multicultural training so that they can sensitively and comprehensively offer an instructional program that encourages appropriate attitudes as well as teaches facts.

MA

Carter, Thomas P. Preparing Teachers for Mexican American Children. National Educational Association, Washington, D.C. ERIC Clearinghouse on Teacher Education; New Mexico State University, University Park.; ERIC Clearinghouse on Rural Education and Small Schools. Paper prepared the Conference on Teacher Education for Mexican Americans, New Mexico State University, February 13-14, 1969. 16p. ED 025 367 MF & HC

The school is presently the primary social institution directed by the community to assume a major role in taking steps to improve the Mexican American's status. The school has three possible advantages for action in correcting low school and societal achievement: (1) change the child, (2) change the school, or (3) change the social systems. Responsibility for such changes is passed on to the teachers. However, the teachers' failure to understand the interrelationships between culture, society, personality, and behavior often impedes this change. Thus, teacher improvement, in addition to other institutional changes, can contribute to raised Mexican American group status. Changes must occur in present teacher preparation programs, in teachers, and in schools. Cooperation between schools and teacher preparation institutions can produce changes which will ultimately trickle down to the real clients--children.

MA

Casso, Henry J. The Siesta is Over. Paper delivered at the Education Conference "Improving the Preparation of Educational Personnel to Serve in School Systems Enrolling a Significant Number of Mexican American Students," New Mexico State U., February 13-15, 1969. 21p. ED 034 199 MF & HC

The author surveys the history of attitudes and approaches toward educating Mexican-Americans and reviews some of the most outstanding contributions in the field. "The Invisible Minority" (National Education Association, 1966) states that the most acute educational problem in the Southwest is that which involves Mexican-American children. Dr. Nolan Estes, Associate Commissioner for Elementary and Secondary Education, Senator Ralph Yarborough, and Commissioner Harold Howe II are among those quoted in this paper for their efforts to promote bilingual and bicultural education. The 1960 census for Texas revealed the Mexican-Americans to have the highest dropout rate and the fewest number of persons 14 or over completing school. Nearly one fourth of the Mexican-Americans in Texas 25 years old or over had not completed one year of education; close to 40 percent of the adults were functional illiterates (fourth grade completed or less). Mexican-American student demands in Los Angeles are similar to those voiced in Chicago and San Antonio. The author balances his description of some of the difficulties met with by educators and students with mention of some instances of progress. A listing of hearings and conference reports is appended.

MC

Ciampa, Bartholomew J. Degradation: A Case Study Calling for Ethnic Education. 1974. 15p. SP 009 686; ED to be announced in April RIE MF & HC

Many credible sources refer to the various immigrant groups in a derogatory manner. Negative citations can be categorized in numerous ways. They might arise as a result on the geographic origin of the ethnic group; attraction to a particular occupation class; peculiarity of custom; religious or political affiliation; rate of delinquency, crime, or illiteracy; or physical appearance. The subtleties of degradation can take form in the seemingly innocuous omission or casual treatment of the origin of persons of distinguished achievement. Within the parameters encompassing the extremes of subtle and flagrantly obvious discrimination there exist numerous forms of ethnic degradation which might be categorized as (1) occupation class stereotyping; (2) stereotyping by perceived "natural" inclination; (3) stereotyping in terms of illiteracy, crime, or delinquency; and (4) stereotyping by using a generally derogatory characterization.

Steps are now being taken to alleviate future degradation and also to provide members of certain ethnic minorities with the justice of a well-deserved positive ethnic identity and heritage on which to look back. The time has come for educators to utilize the diverse cultural backgrounds of their students as a vehicle to enrich American society because of, not in spite of, their ethnic heritage. (Examples of derogatory statements in literature toward Italians and Italian-Americans are given.)

AA

Daniel, Jack L.; And Others. Teaching Afro-American Communication. Paper presented at the Black Communication Conference (Pittsburgh, Pa., November 1972) 23p. ED 082 247 MF & HC

Curriculum development in the United States has been based on the assumption that white middle-class values should serve as the standard for all of American society, but there is a need for courses in Afro-American communication which depart from traditional standards and categories of speech communication curricula. They should reflect concern for: (1) discourse from non-Afro-Americans that affects Afro-Americans, (2) all the variables that affect the communication process, and (3) the social, economic, and political contexts in which communication occurs. This requires an interdisciplinary, complementary approach that accepts and utilizes as equally important the sensuous, intuitive, and intellectual processess in human communication. The concept of cultural relativity, which assumes that all cultures are equally valid, forms a sound basis for studying Afro-American communication, particularly in the areas of Black English, Afro-American rhetoric, and the cross-cultural influence of mass media. (Outlines for four sequential courses are included.)

MC

Dunfee, Maxine. Ethnic Modification of the Curriculum. Association for Supervision and Curriculum Development, Washington, D.C. Report of a conference on Ethnic Modification of the Curriculum, St. Louis, Mo., November 20-22, 1969. 1970. 52p. ED 062 469 MF; Available in HC from Association for Supervision and Curriculum Development, NEA 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

This publication reports the proceedings of the Invitational Conference on Ethnic Modification of the Curriculum--later revised by the participants to be known as the Invitational Convention on Curriculum Modifications for Ethnic Emphases--convened in St. Louis, Missouri on November 20, 1969. The purpose of the invitational conference was to call together a small group of people to explore the question of what modifications of the curriculum can be made to better serve the educational needs of children and youth from various ethnic groups. Those invited included generalists from the curriculum field and those with experience in ethnic modifications. The conference included four sessions. The first session was an orientation to the Association for Supervision and Curriculum Development and its relation to the purposes of the conference, followed by a general discussion to sharpen the issues and prepare for the later seminar. The second and third sessions included talks given by participants already actively involved in efforts to modify the curriculum to get at distinctive needs of various ethnic groups. The fourth session began with discussion of the differences in rationale in the approaches to curriculum modification. Participants with curriculum responsibility were then invited to present a short oral statement on the kind of questions that should be posed to persons called upon to exert leadership in this area.

AA

Eko, Ewa U. Achievement and Promise: Current Impact and Future Prospects of African and Afro-American Studies. Six Institutions' Consortium, Greensboro, N.C. Proceedings of the Fourth Annual Invitational Workshop on African and Afro-American Studies, Greensboro, North Carolina, March 29-31, 1973. 111p. ED 078 778

The Six Institutions' Consortium organized the 4th annual Invitational Workshop for educators and students. The focus was on the impact of African and Afro-American Studies. The workshop was directed toward assessing the current impact and future prospects of these studies on curricula, educational institutions, and society. Program presentations concerned: the impact of African and Afro-American Studies on the future; consortium approach to developing African and Afro-American studies: community involvement studies; black economic development; perspectives on black psychology; ideology proposed for black counseling; communications; the development of bibliographic and archival materials; media strategies and methodology; a social scientist views on Afro-American studies programs; and perspectives on the future of African studies.

MC

Freeman, Larry. The Impact of Legal Decisions on the Future of Education. ERIC Clearinghouse on Teacher Education, Washington, D.C. A slightly different version of this paper appeared in The Journal of Teacher Education; v25 n2 p130-7 Summer 1974. 1974. 26p. ED 097 291

After setting out some statements on ideologies which have contributed to the melting pot theory of education, the author examines the rationale for teacher licensing procedures and the interpretation of Title VII, which gives protection from discriminatory practices, as it affects the licensing of teachers. Recent court opinions are discussed, in relation to the declared need for a principle of neutrality in respect to language, by which the language or dialect of any student should not be disparaged or denied. Examples involving Chinese-speaking and Spanish-speaking students are cited. The Treaty of Guadalupe Hidalgo between the United States and Mexico in 1848 recognized the differences in customs, traditions, and language of the people of New Mexico and the Ninth Amendment to the federal Consititution provides grounds for claiming the right to such differences by all U.S. citizens. Court cases dealing with obscenity, the study of comparative religion, Indian education, and the traditions of the Amish community are examined in this context. A model for preparing educational personnel to assist in the building and preservation of community identity is proposed, which would give primary considerations to the sufficiency of the individual and the development of decent and humane communities.

AA

Fruth, Marvin, J.; Yee, Albert H. Do Black Studies Make a Difference in Elementary School Pupil's Achievement and Attitudes? Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., February 1971. 9p. ED 047 044 MF & HC

The purpose of the Integrated Black History Institute was: (1) to educate administrators and teachers: and (2) to develop units of instruction on the black man's contribution to American history. Historians, curriculum experts, media specialists, teachers, principals, and curriculum supervisors participated in the construction of the units. Eight metropolitan areas and 25 classrooms were included in the study. The experimental group, which studied the units, advanced significantly more in content than did the control classes, which did not study the units. The results were similarly significant for each subtest. Boys' lower performance on the pretest was erased by the time of the posttest.

AA

Furniss, W. Todd. Black Studies Programs and Civil Rights Violations. American Council on Education, Washington, D.C. 1969 10p. ED 029 599 MF & HC

In March 1969, the Office for Civil Rights of the Department of Health, Education, and Welfare warned colleges and universities participating in federal aid programs against violating the Civil Rights Act of 1964 when creating black studies programs. Separate housing for students, social activities space, and colleges, schools or institutes were specifically mentioned. While describing some curricular responses that have been made to the problems of U.S. Negroes, the paper discusses priority issues raised by black studies other than those covered by the warning. The standard curriculum at most U.S. colleges and universities is reviewed in the context of its design, orientation and failure to provide adequate preparation for students who plan to work with or in black communities. Outlines of 3 proposed black studies curricula are presented, all of which are modifications of the standard curriculum. One ranges from a course in Afro-American history to a bachelor's degree program comprised of related courses in several fields. Another, for black students only, is designed to "adopt the viewpoint of black culture . . . the learning needs of black students and the leadership needs of the black community." The third program would train students to effectively help black people of the world to overcome local health, economic, or educational problems. A summary of 10 issues on black studies and related programs is also included in this special report of the American Council on Education.

MC

Gere, Anne R. Multicultural Education: Perspective and Prospect. Paper presented at the Annual Meeting of the Conference on English

Education (13th, Colorado Springs, March 20-22, 1975) 11p. ED 103 909
MF & HC

This paper argues that multicultural education highlighting a minority or ethnic groups in both English classes and other classes cannot be isolated from the curriculum as a whole. The underlying impetus behind the institution of multicultural education is the emphasis of cultural pluralism and of working toward a society where all people can live harmoniously in an atmosphere of mutual respect. This cannot be accomplished if minority students are the only ones receiving multicultural education or if multicultural education is separated from the study of English. Theorists such as Gagne and Bloom, who have developed hierarchies of learning, can provide useful models for structuring multicultural material into sequences which facilitate congitive learning and help students develop their own identity. The work of Erikson, Ausubel, Rogers, Rath, Torrance and Bruner can also be helpful in establishing methods of teaching multicultural education in English classes.

AA

Gibbs, Sandra Elaincia. College and University English Departments and English Major Preparation in Black Literature. Ph D. Dissertation University of Illinois at Urbana-Champaign. Available from University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106. 1974 156p. ED 102 558 Document Not Available from EDRS.

This study was undertaken to determine the extent to which college and university English departments are preparing their majors to teach black literature. Chapter 1 asserts that since English teachers receive their basic content courses from English departments, it is these departments that have the fundamental responsibilities to include black literature in their core curriculum. Chapter 2 explores the history and development of black studies during the past decade. Chapter 3 discusses black literature and its place within the English department. Chapter 4 relates the results of a questionnaire sent to a select group of college and university English department. Among the specific findings are the following: (1) survey and fiction courses are the predominant way of offering black literature; (2) the same few black authors, Wright, Baldwin, and Ellison, are studied; (3) in general, methods courses in black literature are not offered; and (4) few courses in the literature of other ethnic writers are offered. Chapter 5 discusses the results of the survey further and offers English departments recommendations for preparing their majors in black literature.

AA

Gordon, Edmund W., ed. IRCD Bulletin: Volume 5, Number 3, Summer 1969. Columbia University, New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. 1969. 23p. ED 035 677 MF & HC

This issue of the "IRCD Bulletin" contains the transcript of the Declaration of Black Teachers before the Black Ministers-Teachers Conference on April 27, 1968 at Detroit, Michigan, a status statement on "Relevance and Pluralism in Curriculum Development" by Dr. Edmund W. Gordon, an article on moving "Toward Curriculum Relevance for Minority Group Children" by Dr. Adelaide Jablonsky, interpretative statements by Mr. Lebert Bethune and Mr. Richard G. Hatcher on Afro-American Studies: "Perspectives Toward a Definition," and "The Age of a New Humanity," respectively; and a declaration by Mr. Ossie Davis that "The English Language is My Enemy." Selected bibliographies, and information on the use of ERIC-IRCD facilities are also included.

MA

Graham, Richard: And Others. The Mexican-American Heritage: Developing Cultural Understanding. University of Southern California, Los Angeles. School of Education. 1968. 48p. ED 026 174 MF & HC

The following lectures are included in this volume: Needed: "Turned on" Teachers; The Most Important Advantage; HILT: High Intensity Language Training; The Education Gap: Why Mexican American Children Fail in School The Mexican American Heritage; The Invisible Poor; The World of the Migrant; and Emergence of the Mexican American. The lectures have been selected from those presented as part of the pre-service phase of a 2-year Teacher Corps training program designed to create understanding of cultural differences and to define the teacher's newly emerging role as a translator of community expectations for Spanish-speaking migrants, seasonal farm workers, and others who are disadvantaged.

MC

Haller, Elizabeth S. American Culture: What? Why? How? Pennsylvania State Dept. of Education, Harrisburg. 1970. 13p. ED 054 032 MF & HC

The General Curriculum Regulations of 1969 (effective July 1, 1969) state that there shall be four required units in Social Studies, two of which shall be designated as American or United States Culture, taught as interdisciplinary studies with concepts taken from the various social sciences. Since this section of the regulations has raised a number of questions, this pamphlet attempts to clarify by answering the following: 1) What is meant by American Culture? 2) How may the American Culture courses be made interdisciplinary? 3) Are there suggested ways of organizing American Culture courses? and, 4) What changes in the typical courses sequence are indicated by the new regulations?

AA

Hamilton, Charles V. Curricular Changes to Meet the Needs of a Black Society. American Association for Higher Education, Washington, D.C. Paper presented at the 24th National Conference on Higher Education, Chicago, Illinois, March 3, 1969. 5p. ED 028 714 MF & HC

The turmoil on college campuses today that centers around the protest demands of black students clearly points to the need for substantive curricular changes. Many students are interested in "relevant" courses which, to them, means moving out of the ivory tower and "into the community." Classroom studies could be linked to ghetto problems in action-oriented activities, such as work-study programs, so that students may work in nearby communities for a part of their school year. It is important to incorporate more material on black Americans into the lower-level introductory courses, and to develop specialized courses on black history, black literature, and other fields at upper levels. There is enough material to justify individual courses in many of these fields. A "qualified" instructor is required for these courses, not necessarily a Ph.D holder but an indigenous person who has knowledge of the subject that may not yet be recognized by traditional criteria for the hiring of faculty. The need for these curricular changes is equally great in all-white, suburban-locked colleges. Then the impact of slavery and oppression on both black and white Americans would be reinterpreted and white students would acquire some understanding of the heterogeneous world in which they live. Also, a curricular evaluation committee should be formed at each institution to conduct intensive research on current courses and to suggest any necessary changes in the curriculum.

MC

Harford County Board of Education, Bel Air, Md. A Plan for Improving Human Relations. 1973. 15p. SP 009 650; ED to be announced in March RIE

This is a position paper by the Harford County, Maryland Board of Education addressing the human relations problems in the school system. It enumerates the following specific plans: (1) The hiring of minority persons will be emphasized; minority persons will be promoted into leadership positions when possible; and in the hiring and promoting of school personnel, community recommendations will be welcomed; (2) Human relations in-service teacher education courses will be offered to promote understanding and appreciation of minority groups and cultures and to each teacher optimal ways of communicating with all of their students; (3) The curriculum of every school and post-secondary institution will incorporate ethnic studies and courses which reinforce students' appreciation of and pride in their own culture as well as acceptance of others' differences; (4) All schools will try to insure that there are enough school activities to appeal to children from different backgrounds, and that individual needs and problems of each child be given attention; (5) Schools are to make efforts to involve their communities in understanding the needs, goals, problems, and accomplishments of the school and reach out to the community for effective mutual assistance. For each of these plans a policy statement, specific goals, rationale, and a specific plan of action are presented.

MC

Herman, Judith, ed. The Schools and Group Identity: Educating for a New Pluralism. American Jewish Committee, New York, N.Y. Inst. on Pluralism and Group Identity. 1974. 73p. ED 097 399 MF & HC

In the mid-1960's the American Jewish Committee published a report on suburban schools' failure (or inability) to teach children about "human differences." Since then, there have been significant changes and solid progress in some school systems: new textbooks and supplementary materials have been published; new courses have been added to teachers' training. Ethnic, really multiethnic, ferment is now accepted as part of the 1970's social climate. But now the difficult task is just beginning, especially in the schools There are many ways school administrations, teachers, and curriculum developers interpret "ethnic studies." Most of the materials reviewed in this publication were extensions of traditional education methods. Yet as the examples suggest, the area of ethnic studies offers many possibilities for innovation that go beyond adding textual content or new individual learning packets. There are many needs for sensitivity, self-understanding, and a better grasp of the complexities of American reality among all children. Similar needs exist among teachers. Publishers are beginning to shape materials more along truly multiethnic, pluralistic lines. One purpose of this paper is to point to useful examples so that each school or system does not feel compelled to "reinvent the wheel." In short, new curricula in ethnic studies, or adding an ethnic dimension to existing curricula, need not be difficult.

MA

Hernandez, Norma G. Variables Affecting Achievement of Middle School Mexican American Students. University of Texas, El Paso. 1971. 81p. ED 059 827 MF & HC

Literature pertaining to research done on academic achievement of Mexican American students is reviewed in this paper. The literature deals with such variables as socioeconomic, physical, psychological, and cultural aspects; language factors; attitudes; language development; and environment. A 15-page discussion of recommendations for improving curriculum, instruction, and teacher education for educating the Mexican American is included. Also included is a bibliography containing over 200 relevant citations.

MC

Hovey, Esther. Ethnicity and Early Education. Catalog No. 128. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill. 1975. 31p. ED 107 368 MF & HC

This article reviews the relationship between ethnicity and early academic success and examines the rationales of several ethnic groups for the education of their young children. An implication is made that "all" American children reflect cultural group diversity. It is recommended that early childhood educational programs should be available to all children and reflect their unique backgrounds and needs. Research is needed to identify the specific ethnic values that have served both in an historical and contemporary way to engender positive group identity. It is also necessary to discover effective methods of transmitting these values to young children in an early educational setting. Finally, a question is posed concerning the impact on the interpersonal relationships within the family that may result from the preschool child's participation in an ethnic-oriented learning environment.

MA

Hughes, Marie M. Community Components in Teacher Education. Univ. of Connecticut, Storrs. National Leadership Inst. Teacher Education/Early Childhood. 1971. 8p. ED 084 248 MF & HC

This document is organized around five broad purposes of the Community Component of the TTT Project in Early Education with suggested activities for their attainment. The five purposes are as follows: (a) developing understanding and empathy for the Spanish-speaking Spanish American and Mexican American; (b) identifying the salient environmental factors impinging upon the young; (c) understanding the past history and culture of those with Spanish-American and Mexican-American backgrounds, their present-day attitudes, beliefs, and aspirations, and their efforts to realize those aspirations; (d) acquiring the tools of community analysis; and (e) building with the community a more viable school curriculum. These five purposes are described in detail. Also, from these five purposes are drawn behavioral objectives with analysis of how they are achieved. The main thesis presented is that empathy and understanding, which lead to behavior change, are best acquired through first-hand contact with people one can know, work with overtime, and learn to care about; the second stem of the main thesis is that we are working with young children and that all young children share some needs in common.

MC

Jaramillo, Mari-Luci. Cautions When Working with the Culturally Different Child. Paper read at the Teacher Corps Associates Conference (Madison, Wisconsin. November 1-2, 1973). 26p. SP 009 691; ED to be announced in April RIE

Everyone in the United States has a cultural heritage which varies from the present mainstream culture of this county and yet, the majority of Americans have lost ties with their cultural background. This has occurred because of both the melting pot theory and the educational system that has developed under such a philosophy. There has been a serious attempt made in our schools to fit everyone into one cultural mold. This cannot and should not be done. Bicultural programs are needed, particularly for groups such as the Puerto Ricans and Chicanos that have not been able to easily harmonize with the mainstream culture. The task of the educator should be to ensure that the cultures of these children are not stolen from them in the classroom. There are many problems encountered in trying to establish culturally pluralistic programs in the schools. Among these are acceptance by the traditional educational system in America, the stereotyping of ethnic groups, ethnocentrism, and the training of teachers with a new awareness. There are also numerous factors which make up a good program but are difficult to achieve. The program must contain bilingual materials--it should include both English as a second language and Spanish as a second language--and must study both cultures. Finally, if a bicultural program is to work, teachers must always try to build the child's self concept, and parents must be included in the program.

MA

Johnson, Henry Sioux; Hernandez M., William J. Educating the Mexican American. 1970. 384p. ED 047 870 Document Not Available from EDRS. Available from Judson Press, Valley Forge, Pa., 19481.

The document is a compilation of 34 articles by Mexican American educators discussing the historical and cultural perspective of Aztlan (lands to the north, the dwelling place of Mexican Americans in relation to Mexico). These educators present diagnoses and theories for change in the schools, with emphasis on bilingual-bicultural programs for all students in public and private schools of the Southwest. It is stated in the preface that "In this reawakening educational revolution, outstanding Mexican American authorities plead for new understanding and patience in meeting the challenge of the twentieth century, Anglo-oriented, monolinqual, and monocultural educational system. This book depicts new ideas in curriculum and guidance to help Mexican Americans and Anglo American students and educators to understand themselves and each other better." The table of contents lists the articles under five major divisions: (1) Historical and Cultural Perspective, (2) Educational Dilemma, (3) Guidance and Curricular Practices, (4) The Status of Bilingual Education, and (5) The Role of Educational Institutions.

MA

Karr, Ken; McGuire, Esther. Mexican Americans on the Move--Are Teacher Preparation Programs in Higher Education Ready? 1969. 30p. ED 103 348 MF & HC

Failure of the educational system to provide for the Mexican American student can be seen by his dropout rate which is twice that of the national average and by his schooling ratio which is eight years compared to 12 years for the average Anglo. In order to solve the problems of the low-income, bicultural, bilingual Mexican American student, higher education must prepare teachers who can cope with cultural, psychological, and linquistic conflicts. To be effective in solving these problems a teacher needs training: (1) to understand the dysfunctions between the values of the Mexican American culture and that of the Anglo; (2) in counseling the particular difficulties of this group; and (3) in linquistics and courses on how to teach English as a second language.

AA

Katz, William A. The State of Black Studies in U.S. Schools Today; An Interview with Professor LaMar P. Miller. Equal Opportunity Review, April 1973. Columbia Univ., New York, N.Y. National Center for Research and Information on Equal Educational Opportunity. 1973. 2p. ED 085 429 MF & HC

Professor LaMar P. Miller, Educational and Research Director of the Institute of Afro-American Affairs at New York University, has written numerous articles on the subject of Black Studies, and is currently teaching courses on material and strategies related to using the Afro-American experience in the classroom. Willian A. Katz, General Editor of the "Equal opportunity Review." interviewed him recently on the current state of the subject in schools. The interview included discussions of the following questions: What is the same and what has changed recently in teaching Black Studies? Has teacher recruitment altered recently? What are schools doing today? How many schools seem to be making an effort to convey multi-ethnicity? What are some signs of progress in schools and universities? And what remains to be done?

MC

Laosa, Luis M. Toward a Research Model of Multicultural Competency-Based Teacher Education. Paper prepared for the American Association of

Colleges for Teacher Education, Multicultural Education/Competency-Based Teacher Education Project (May 1974). 21p. ED 091 385 MF & HC

In order to develop an adequate multicultural competency based teacher education (CBTE) program, culturally-determined individual learner characteristics must be delineated and the nature of interactions between specific teacher behaviors and pupil characteristics must be investigated, in order to determine which set of teacher behaviors applied to a child with specified characteristics produce the desired puplic outcomes. In order to avoid stifling or rigidifying cultural evolution, models of CBTE programs must be developed which are based on a conceptualization of culture that is not static, but continually evolving. Models of multicultural CBTE programs must show a sensitivity to the possibility that CBTE is antithetical to the values of certain cultural-linguistic groups in the United States. For instance, some individuals, given a certain set of sociocultural premises, may not find the potential emphasis of CBTE on individual rather than group study compatible with their relational style. Multicultural teacher competencies should be postulated as hypotheses to be tested empirically is specific situations. These hypotheses should be based on previous research findings, conventional wisdom, promising practices, existing theories of learning and human development, and expressed community needs.

MC

Lazerson, Marvin. Ethnicity and Education: Cultural Homogeneity and Ethnic Conflict. 1975. 11p. SP 009 652; ED to be announced in March RIE MF & HC

Americans have long equated popular education with social cohesion and social mobility. After the American revolution, the school became a focus for patriotism and the institution where individuals learned how to become citizens. The textbooks of the mid-19th and early 20th century emphasized white, Anglo-Saxon, Protestant values. While the values of cultural homogeneity have dominated American education since the mid-19th century, they have never been implemented without conflict. Four of these conflicts are particularly suggestive of both the extent to which ethnic alternatives were available in education and the limited tolerance for cultural variety in the schools. These are (1) the conflict over foreign customs and foreign languages (biculturalism and bilingualism), (2) the conflicts over parochial education, (3) the conflict between white and Black Americans over socialization into a common mold, and (4) the conflict between the cultural values of American ethnic groups and the demands of school achievement. Certain developments in American educational history seem sufficiently clear to allow their use in current debates over ethnicity and the schools. Appeals for ethnic pluralism have a long history in American education and, especially in the 19th century, have sometimes been successful. But the ideological committment to cultural homogenity in American education has been stronger and has made public education highly resistant to ethnic pluralism.

MC

Lindberg, Dormalee; Swick, Kevin. Teaching Children About Cultural Differences: Process, Material, Activity, and Behavior. Paper presented at the Annual Meeting of the Association for Childhood Education International (Wichita, Kansas, April 22-27, 1973). 7p. ED 085 081
MF

This paper contains the argument that the major focus of social learning must be on the development of people who value a variety of cultural and subcultural life styles. Four major concerns confront the classroom teacher or curriculum developer: (1) valuing cultural diversity in the classroom, (2) organizing curriculum processes to encourage the development of diverse talents, (3) creating materials and activities for actualizing those diverse cultural talents, and (4) initiating teacher-adult behavior patterns in the classroom that model the significance of accepting and appreciating cultural diversity for children. Several activities are described which foster appreciation of differences.

AA

Lombardi, John; Quimby, Edgar A. Black Studies as a Curriculum Catalyst. University of California, Los Angeles. ERIC Clearinghouse for Junior Colleges Information. 1971. 24p. ED 050 709 MF & HC

This topical paper, which summarizes a survey of the development and implementation of Black Studies in the 2-years college, follows two other topical papers: Number 12, The Position Papers of Black Student Activists and Number 16, The President's Reaction to Black Student Activism. The types of colleges that offer Black Studies courses and their geographical locations are indicated. In urban communities, more control over the institutions is passing to black administrators. The politics involved in this movement are discussed. Programs and courses aim to create self-respect for blacks by "building an identity rooted in American and African history and culture." A few community colleges have formulated institutional aims for their programs. The curriculum is generally divided into the following areas: historical, literary, cultural, socioeconomic, integrated courses, and minority- and urban-oriented courses. In questioning the relevance vs. excellence of the programs, challenges and responses to them are made concerning the quality of courses, qualification of instructors, and performance of students.

MC

Maryland State Department of Education, Baltimore Toward Understanding: Human Relations in Maryland Schools. 1973. 31p. SP 009 711; ED to be announced in April RIE MF & HC

This report concerns efforts of the Maryland State Department of Education to improve black-white relations throughout the school system. It describes a special staff within the Department of Education whose concerns include institutes and workshops on human relations; recruitment, hiring, and promotion; resolution of intergroup problems; and evaluation of courses, materials, and training programs. It also describes a Human Relations Council, established in May 1973, to promote self-respect and respect for others in students and encourage acceptance of different ethnic and racial groups. The bulk of the document consists of excerpts from taped interviews conducted by a private consultant for the Maryland Board of Education, in which students, teachers, parents, and administrators talked about their views of each other and offered suggestions on what could be done to improve race relations. The excerpts are short quotations which reflect a range of views from hostility and fear to respect and trust, from optimism to pessimism. A questionnaire at the end of the document is intended to generate feedback on this way of presenting information on human relations.

MC

Mazon, Manuel Reyes; Arciniega, Thomas A. Competency Based Education and the Culturally Different: A Role of Rope, or More of the Same? Preliminary draft prepared for American Association of Colleges for Teacher Education (Washington, D.C., May 1974) 28p. ED 092 522

Competency-based teacher education is a positive force for change which offers educators, university scholars, and students the opportunity to collaborate and to become meaningfully involved in determining the education process. To the culturally and linquistically different, it offers the hope that the monolingual, monocultural nature of American schools will change in ways that will allow them more equal opportunity. Competency-based education has two attractive features for the linquistically and culturally different: (a) it assures fairness because it is a collaborative effort involving the school and the community and (b) its evaluation method is diagnostic and prescriptive rather than judgmental. The Community, Home, Cultural Awareness, and Language Training (CHCALT) model is an example of a competency-based program designed to meet the needs of the linquistically and culturally different. The model was developed for Teacher Corps and is to be implemented in the School of Education at San Diego State University as a program for a Specialist Credential. The CHCALT teacher training model is divided into four basic components: (a) Philosophy of Education for the Culturally and Linguistically Different; (b) Sociocultural Awareness--Home and Community Based; (c) Oral Language and Assessment Techniques; and (d) Diagnostic and Prescriptive Strategies.

AA

Miller, LaMar P. Black Studies: A New Arena of Instruction. American Association of School Administrators, Washington, D.C.; New York Univ., N.Y. Inst. of Afro-American Affairs. Presented at the Annual Meeting, American Association of School Administrators, Atlantic City, N.J., February 18, 1970. 15p. ED 043 548

Black studies, hence relevant education for black people in this country, have been omitted from educational curricula at all levels. Some reasons are: questions of moral responsibility involved in complying with public pressure for curriculum reforms; doubt that the experiences of black people justify study; general ignorance of Afro-American experience; and, society's disagreement over the purposes of education. There have been various theoretical models for curriculum development--the transmission of culture, socialization, transformation of society. None of these reflects the multi-ethnic nature of our people. The majority of people of African ancestry in American have had a sufficiently different culture and life-style to necessitate inclusion of black studies. The broad purpose of black studies must be to help people cope with the white world without making them completely alienated from it or subservient to it. Contemporary society, as it applies to black people in this country, could be one of the basic operational referents of the curriculum; the other might be black heritage, including African educational heritage.

MC

Miller, LaMar P. Ethnic Studies in Elementary Schools and Secondary Schools in New York. New York University N.Y. Inst. of Afro-American Affairs. 1971. 161p. ED 075 558 MF & HC

This study was designed to investigate, on different levels, several facets of ethnic modification of the curriculum of selected public schools throughout the State of New York. One aspect of the design, on an indepth level, was based on a descriptive analysis of the ethnic studies programs in a sample of schools throughout the state. The data for this analysis was collected by personal interview with school staff members. Another aspect of the design, on a broader level, was based on a comparison of the components of ethnic studies program from a larger number of schools throughout the state. The data for this comparison was collected by a mailed questionnaire. Two instruments were developed: The first was a questionnaire which was administered in an interview. The purpose of the interview was to identify such major factors as historical and environmental perspective, program description, program objectives, population to be served, method, techniques and activities, available instructional resources, staff and personnel, and community involvement. The second instrument was a shorter version of the interview questionnaire. This was a precoded, short-answer questionnaire which was mailed to a representative number of randomly selected schools. A special check list describing ethnic studies programs was developed as a part of this questionnaire. One studies programs was developed as a part of this questionnaire. One hundred schools were selected to be personally interviewed and 400 to receive the mailed questionnaire.

MC

Moody, Charles D., ed.; And Others Proceeding of Conference on Multi-Ethnic Curriculum and the Changing Role of the Teacher. University of Michigan, Ann Arbor. School of Education. 1972. 118p. ED 074 159 MF & HC

The Program for Educational Opportunity, based at the University of Michigan and established by the Office of Education pursuant to Title IV of the 1964 Civil Rights Act, is an institute designed to assist school districts in the process of desegregation. The Program annually conducts a series of conferences. The Conference on Multi-Ethnic Curriculum and the Changing Role of the Teacher, held July 10-13, 1972, was designed to explore concepts of multi-ethnicity and its implications for developing curricula and modifying the role of the teacher to respond to changing needs. The following papers are presented in this document: "Exploring concepts of multi-ethnicity," G. Gay; "The Multi-ethnic curriculum--a mini approcah for a maxi problem?" R. C. Gonzales; "White students and a multi-ethnic curriculum," A. F. Citron; "Shared decision making, limitations and possibilities," R. Edmonns; "The role of the school in curriculum development," A. D. Loving, Sr.: "Human growth and development," S. Cooper; Integrating ethnic content into the curriculum," O. McConner; "Guidelines for intergrating multi-ethnic content into the curriculum: communication skills and reading," M.C. Williams; and "Heritage of the American people: a social studies presentation," K. Partlow.

MC

North Central Association of Colleges and Secondary Schools, Chicago, Ill. Human Relations in the Classroom--A Challenge to Teacher Education. 16p. ED 002 001 MF & HC

A survey of a representative sample of 1,075 secondary school teachers has shown that teachers are confronted daily in their classrooms with a wide range of human relations problems and situations. Deciding how to discuss such a controversial subject as discrimination with minority groups or deciding whether or not to sing songs such as "Old Black Joe" or mention stories such as "Little Black Sambo" are problems which teachers encounter when working with different racial groups. Ethnic origins also give rise to human relations problems. Examples are the difficulties arising in dealing objectively with German students who have Nazi leanings or with Mexican-Americans who are on the defensive and harbor feelings of inferiority. In teaching children of different religious faiths, such situations occur as singing Christmas carols with Jewish pupils present, teaching health education to Christian Scientists, and taking Catholic students on field trips to protestant churches. Another serious problem results from varying socioeconomic classes. Many cases are cited of pupils from slum areas who are unable to pay for the hidden costs of schooling such as trips, sewing materials, lunch, club activities, and physical education clothing. Physical handicaps, emotional maladjustment, social immaturity, and non-English speaking parents result in other human relations problems. The answers received on the survey indicate that college courses tend to neglect the teacher of human relations information, values, and attitudes so that secondary school teachers are inadequately prepared to deal with situations that arise in the classroom. For this reason, inservice teacher education programs in human relations become an urgent necessity.

MC

Overlan, S. Francis; And Others. Papers Presented at the National Equal Education Institute, St. Louis, Missouri, March 1973. 1973. 124p. ED 078 116 MF & HC

Contents include the following papers: (1) "Vouching for School Desegregation," a discussion of the "regulated compensatory voucher plan" proposed by the Center for the Study of Public Policy (a private non-profit research group in Cambridge, Massachusetts) in 1969; (2) "Parental Involvement in the Desegregated School," Vincent J. Villa; (3) "Grouping for Instruction, "Warren G. Findley; (4) "Puerto Ricans and Education," a report prepared by the Puerto Rican Congress; (5) "Evaluating Integrated Education," a report on the procedures developed by the Western Regional School Desegregation Projects, University of California at Riverside; (6) "Teacher In-Service Training in a Desegregated School Setting," Barbara Love; (7) "The Role of Black Curriculum in a Desegregated School Setting," B. Love; (8) "It Takes More Than the Administrator," Robert Jimenez; (9) "Organizing Techniques and Principles for Change," Frederick Ahearn; (10) "Pupil Personnel Services in a Desegregated School Setting," Robert V. Guthrie; (11) "Training Teachers for Bilingual--Bicultural Programs," Education/Instruction, Inc., (12) "Native Americans, Curriculum Revision, and Desegregation," Jack D. Forbes; (13) "Toward a Chicano Curriculum;" (14) "A Position Paper on Community Organization in A Desegregated Setting," Southwest Program Development Corp.; (15) "Training Classroom Personnel In Dealing with Bilingual/Bicultural children;" (16) "Indian Education: Some Alternatives," Andrew P. Lawson.

MC

Passow, A. Harry. New Curricula for Multi-Ethnic Schools. Equal Opportunity Review, June 1975. Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged. 1975. 7p. ED 109 293

This paper asserts that most of the urban and suburban schools are racially and ethnically isolated. Consequently, what are needed are curricula suited to a culturally diverse population which does not attend culturally and ethnically diverse schools. Thus, one issue requiring examination, it is stated, is the extent to which curricula are similar or different for culturally diverse student populations in contrast to culturally homogeneous groups. A definition of cultural pluralism proposed by the National Coalition for Cultural Pluralism suggests curricular strands that deal with (1) ethnic and cultural awareness of one's own identity, (2) understanding of other cultures, and, (3) awareness of the nature of racism and sexism as these affect individual and group behavior. It is a definition which has implications for both cognitive and affective development of the individual. While it is held that schools must certainly do a far more effective job in the basic skills areas, an education for a culturally pluralistic society must have a broader focus which deals with affective and cognitive development, with personal and interpersonal skills, and with an understanding by the individual of who he is and how he relates to others. Changes are considered to be needed in content, strategies, resources but most of all in the people who create the conditions for curriculum and instruction.

MC

Petit, M. Loretta. The Need for Comparative Education Research to Concentrate on the Cultural Revolution within the United States. Paper delivered at the Annual Comparative and International Education Society Meeting, San Antonio, Texas, March, 1973. 5p. ED 083 067 MF & HC

Comparative education research and courses are needed to identify real revolutionary movements in the current cultural revolution in the United States. The presence of cultural revolution is indicated by, among other things, the development of microcultures. International instead of cross-national studies are of importance in the next few years to understand this cultural revolution. There are several problems with implementing this new focus, but a broad knowledge of the components of American culture are needed, as well as a preparation in the study of the processes used in understanding cultural revolution. Multicultural education would teach the desirability of cultural pluralism, and would purport to bring about interaction among groups in the nation. The discipline of comparative education is suited to the study of this interaction: the tools of scientific investigation; the methodology of area studies; the analysis and interpretation of cultural patterns within the framework of a whole culture. Students could be sensitized to cultural change, and develop renewed interest and sharpened awareness of the nature of cultural revolution as participants in the process.

AA

Phillips, Ivory P. Revolutionizing Black Minds: Guidelines for Black Studies. Paper presented at the Annual Meeting of the Association for the Study of African-American Life and History (Philadelphia, Pennsylvania, October 1974). 1974. 28p. ED 097 398 MF & HC

When black leaders or scholars in the field talk about Black Studies they are talking about compiling and analyzing data relative to black people in an effort to teach black students and/or make decisions about ideologies and strategies essential for survival and liberation. Black Studies are intended to effectively link the campus and the community, Africa and the American, so that each helps the other to survive and free itself. It is because some whites recognize this potential that they have moved to co-opt the field of Black Studies or destroy the programs altogether. These guidelines can help us develop and maintain Black Studies programs. Black Studies programs should have clearly defined purposes. All things being equal, the teachers in Black Studies programs should be black. Black Studies materials need to be intergrated into all of the disciplines taught and taught as separate programs; Black Studies need to be taught in school and nonschool settings. A Black Studies program should be based on key concepts and generalizations that are crucial to black survival and freedom. One must carefully evaluate the materials intended for use in such programs. Black Studies program administrators and teachers should establish and maintain strong supporters outside the school to serve as resource personnel, political and economic supporters, and as continuous renewal agents.

MC

Prichard, Nancy S. Controversy in the Classroom: Ethnic Studies Programs. Speech given at a meeting of the National School Boards Association, San Francisco, April 12, 1970. 11p. ED 041 018 MF & HC

The declining interest of the general public in ethnic minority studies and the even more alarming disinterest of educators indicates that all too many Americans have viewed the study of the culture and problems of American blacks, Indians, Mexicans, and Puerto Ricans as a fad. By fighting for stable funds for ethnic studies, by becoming acquainted with the available materials for teaching, and by involving community members as resource people, educators can begin to find answers to urgent minority problems, and create, even in homogeneous communities, an awareness of our pluralistic wealth.

AA

Quimby, Edgar A.: And Others. Curriculum. Univ. of California, Los Angeles. ERIC Clearinghouse for Junior Coll. Information. 1970. 16p. ED 035 415 MF & HC

The literature in five curriculum-related areas is reviewed. The first article stresses the need for rational curriculum planning in the junior college. To meet this need, curriculum decision-makers must arrive at educational objectives that will lead to the achievement of intended learning and the attainment of institutional purposes. The second article reviews the report of a project which showed that a composite of instructional procedures resulted in decreased student attrition and greater achievement. The third article concerns black studies in the junior college. It is generally agreed that courses in black studies should be introduced and more black instructors should be employed. There are serious conflicts between black activists and educators regarding the staffing, content, and purpose of the courses. The fourth article presents a staffing rationale for curriculum development in the junior college. The functions of course coordinator and program coordinator are outlined. The last article discusses intercampus curriculum coordination in an urban community college system. The problems of preserving individual rights within a larger bureaucracy are discussed.

MA

Ramirez, Manuel III. Potential Contributions by the Behavioral Sciences to Effectives Preparation Programs for Teachers of Mexican-American Children. ERIC Clearinghouse on Rural Education and Small Schools. Paper prepared for the Conf. on Teacher Edu. for Mexican Americans, New Mexico State University, February 13-15, 1969. 22p. ED 025 370 MF & HC

Summary information of several research projects is presented to show that underprivileged children are not prepared to cope with intellecutual and social demands of the school. Results of several value scales administered to both Mexican American and Anglo junior high, senior high, and college students indicate that Mexican American students agree with authoritarian ideology to a significantly higher degree than do Anglo students. This is attributed to rearing in a family atmosphere emphasizing father domination, strict child rearing practices, submission and obedience to the will of authority figures, strict separation of sex roles, and relationship based on dominance and submission. Evidence indicates that Mexican Americans express attitudes toward education that are significantly more unfavorable than those of Anglos. Moreover, value orientations developed in the homes of Mexican Americans are contradicted by the value system of the schools. The study concludes that Mexican Americans' adjustment to school is being hindered by their avoidance reaction to school tasks and school personnel. Preparation programs designed to introduce teachers to practical uses of anthropological methods are seen as a beneficial factor toward increasing teacher sensitivity to Mexican American problems.

AA

Richardson, Irvine, Comp. The Relationship of Africanists to Afro-American Studies; Report of a Conference (East Lansing, Michigan, April 25-26, 1969). Office of Education (DHEW), Washington, D.C. Bureau of Research. 1969. 38p. ED 032 809 MF & HC

This report of a conference at Michigan State University on ways in which the Africanist is, and might be, related to Afro-American studies emphasizes examples of present cooperation and suggestions for the future. Present efforts in secondary schools, universities, and the U.S. Office of Education are described. Suggestions for teaching materials, further program development, and the teaching of Swahili; as well as problems of teacher background, organization of Afro-American studies within existing systems, and popular acceptance are included. Some suggestions are advanced for solutions to teacher training and teaching materials problems. Background on the conference's organization, the motivation and demand for Afro-American studies, and the relation of African specialists to such studies are described briefly in an introduction. An appendix lists conference participants and summer institutes and inservice programs.

MA

Rodriguez, Armando. Speak Up, Chicano. Office of Education (DHEW), Washington, D.C. 1968. 5p. ED 020 816 MF & HC

Growing concern among the Mexican-American population, and the nation as a whole, concerning educational inequalities faced by the Spanish-Speaking minority population points to the reawakening of their society and their gradual assumption of a greater degree of production in society. Though for the most part many inequalities still exist, some efforts are being made to integrate curriculum, instruction, and the needs of Mexican-Americans. Rising involvement and higher education level of the Mexican-American community itself is directing attention to educational issues and the integration of Mexican American personnel into responsible business and educational positions. It is hoped that the elevation of these personnel will provide heroes or models for the young. With career models available to emulate, perhaps gradually the language and cultural barriers faced by many of the past and present Mexican American population can be eliminated.

MC

Rodrigues, Raymond J. Cultural Pluralism: Lumping vs. Splitting. Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, March 20-25, 1975). 1975. 17p. ED 103 879 MF & HC

Students in English methods courses must be encouraged to develop a multicultural awareness and to become concerned with "language arts" as opposed to "English arts." In order to be prepared to enter into and function as teachers in a pluralistic world, English teaching majors need to study and practice multicultural teaching strategies and to become aware of behavioral learning styles which differ from culture to culture. Particular terms such as "ethnic," "sub-cultural," and "educationally deprived" fail to accurately portray the individuals they purportedly describe, and in many ways are harmful to students. Universals exist in the literatures of all peoples and the myth that multicultural literature is necessarily different from other types of literature must be exposed. Multicultural literature can be used by preservice and inservice teachers of English to develop in themselves and in their students an awareness of both the universal characteristics and the differences among peoples. (Some of the linguistic elements that differ in Spanish and English and some approaches for dealing with them are also discussed in this paper.)

MA

Sanchez, Rodolfo B. A Chicano Perspective on Social Work Curriculum Development. Social Work Education for Economically Disadvantaged Groups in Texas. An Occasional Paper of the Consortium of Texas Schools of Social Work. University of Texas Austin. Hogg Foundation for Mental Health. Paper presented at a Social Work Workshop (Houston, Texas, April 13-14, 1972). 21p. ED 072 892 MF & HC

A significant measure of the gradual progress in relating social work education to the racial and ethnic communities in the United States is the development of ethnic content and materials to be incorporated into the curriculum of schools of social work. The process of incorporating ethnic curriculum content generates the process of further development and refinement of ethnic curriculum content. Thus, the development of social work curriculum in relation to social work practice in the barrio should be perceived as a process in which Chicano concerns and aspirations are institutionalized within the schools of social work. Chicano students and faculty and the Chicano community are the major sources for helping to develop such a curriculum. In attempting to show and clarify the opportunities for constructive change which are needed, three factors are discussed: (1) the present conditions of Chicano curriculum development, (2) the anticipated directions which future Chicano curriculum development will take, and (3) the methods and processes which are required to facilitate these anticipated directionalities.

NA

Sekaquaptewa, Eugene. A Design for Community Involvement in CBTE Cultural Pluralism. Paper presented for the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education? Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973). 7p. SP 009 688; ED to be announced in April RIE MF & HC

This paper describes the use of student teacher interns who lived and taught on a Hopi Indian reservation. People in the Hopi community housed these teachers and cooperated with them in the classroom and in formulating educational material that would be relevant to their local culture. One Teacher Corps team developed a whole Hopi unit in social studies. Teaching teams were led by a Hopi who coordinated educational and administrative tasks and helped the interns and the community communicate with each other. The author sees such model programs as useful in supplementing institutional teacher training for bicultural situations.

MC

Stent, Madelon D.; And Others. Cultural Pluralism in Education: A Mandate for Change. Appleton-Century-Crofts, Educational Div., Meredith Corp., 440 Park Avenue, New York, N.Y. 10016. 1973. 167p. ED 086 782 Document Not Available from EDRS

"Having a diversity of cultures within a single country can be a threat, a problem, or an asset." The contributors to this book argue that cultural pluralism rather than cultural homogeneity must be recognized and accepted within our educational institutions--not as a necessary evil, but as a strong positive force. For different does not mean inferior or superior, and sameness is not necessarily advantageous. This constitutes the message of the various contributors who, in themselves, constitute a small nation of diversity and harmomy. Black Americans, Puerto Ricans, Chicanos, American Indians, Asian Americans, and others present forthright views and realistic proposals which mark the beginning of educational changes long overdue. These studies pragmatically discuss such topics as ethnic studies, bilingual education, and the development of teaching materials for cultural pluralism. They urge schools and communities to emphasize cultural diversity rather than the melting pot concept so that children of all cultural and ethnic backgrounds will take pride in their individuality.

MC

Sullivan, Allen R. Issues in Assessing Multi-Cultured Youth: Its Implications for Teachers. Prepared for the Conference on Competency Based Teacher Education: The Potential for Multi-Cultural Education, Teacher Corps Associates (Madison, Wisconsin, November 1-2, 1973). 18p. SP 009 690; ED to be announced in April RIE MF & HC

There has recently been an increasing awareness that the United States is a culturally diverse nation. Many people have seen this diversity as a divisive force and have therefore adhered to the "melting pot" theory. Everyone comes out of a melting pot the same. Consequently, (1) intelligence tests have been devised that are only relevant to the experiences of non-minority children; (2) schools have refused to offer bilingual education to Chinese. Mexican, and other children whose first language is not English; (3) courts have only recently considered offering bilingual translation of court proceedings; and (4) teacher training has rarely included anything that would focus a potential teacher's attention on the needs of culturally different children. In fact, many white teachers come to teaching with unfortunate prejudices against non-white children, as was shown by a study in which white female undergraduates consistently gave less praise, encouragement, or attention to black junior high students regardless of whether they had been told these students were gifted or nongifted. Intelligence tests are particularly susceptible to cultural bias; furthermore, they are limited in their ability to assess a child's real potential. The Dove Counter Balance Intelligence Test was created to help psychologists and others think about and design tests that recognize varieties of cultural experience and the different usages of language among different ethnic groups. (An example of this test is included)

MA

Ulibarri, Horacio. Migrancy and Rural Poverty: An Introduction to the Education of Mexican-Americans in Rural Areas. University of Southern California, Los Angeles. School of Education. 1968. 52p. ED 026 172 MF & HC

A presentation on socio-cultural-attitudinal characteristics of migrants and the impact of education is one of a series of lectures given during the pre-service phase of a 2-year Teacher Corps training program. An outline of the cultural differences which exist between the Mexican American and the Anglo American reveals differences in personality characteristics and modes of life style. Problems are described which the Mexican American encounters in the process of acculturation, and programs are suggested which are designed to satisfy the needs of the Mexican American and to give him a positive image of his cultural heritage. Interview summaries and schedule, and worksheet scales used in the pre-service phase of the program are included.

MA

Van Meter, ed.; Barba, Alma, ed. Regional Conference on Teacher Education for Mexican-Americans (New Mexico State University, February 13-15, 1969). Conference Proceedings. New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools. 1969. 40p. ED 027 444 MF & HC

The primary objective of the conference was to initiate improvements in the qualifications and supply of educational personnel working with Mexican American students by suggesting recommended changes in present teacher training programs. Approximately 100 participants from colleges and universities, regional educational laboratories, public schools, state departments of education, and communities within the Colorado, New Mexico, and West Texas geographic area attended the conference. Included in the conference proceedings report are: (1) a statement of the conference goals; (2) an excerpt from the keynote address; (3) abstracts of 7 papers commissioned for the conferences; (4) a suggested training model; (5) a section containing participant recommendations; and (6) 3 conference summary statements.

AA

Walton, Sidney P., Jr. The Black Curriculum: Developing a Program in Afro-American Studies. Black Liberation Publishers, East Palo Alto. Calif. 1969. 537p. ED 048 398 Document Not Available from EDRS

This book attempts to present a documented and comprehensive chronology of a recent effort to secure a black curriculum in a large, urban community; to offer a blueprint for uplifting the black man in American; and, to incite society to change. The main body of the book is devoted to laying out a black educational program and curriculum. Among the topics discussed are the following: (1) the role of semantics in the perpetuation of racism; (2) the recruitment of black teachers; (3) Afro-American Studies Program at Merritt College; (4) developing relevant course content and activities at all levels of education; (5) the role of black educators; (6) the role of white educators; and (7) counseling black students. Included in the text are short poems and interviews.

MC

Watkins, Geneva F.; Imig, David G. Utilizing Competency Based Teacher Education as a Means for Facilitating Cultural Pluralism in American Schools. 1974. 22p. SP 009 682; ED to be announced in April RIE
MF & HC

Performance based teacher education (PBTE) and multicultural education are emerging as viable and compatible strategies for preparing school personnel. The American Association of Colleges for Teacher Education (AACTE) has provided national leadership in the study and encouragement of PBTE and multicultural education. AACTE faces many problems as it contemplates the future of multicultural education. First, there is the problem of encouraging people to view "diversity as a positive factor in society. Also, there are too many people who refuse to accept, to admit, and/or to include the nature of cultural differences as a way of life. Another problem in implementing such a program is eliminating the present narrow view regarding multicultural education. The concerns of multicultural education are of growing importance to America's society at large, and they should be treated as such. The very nature of PBTE lends itself to enhancing goals of multicultural education. The capabilities of PBTE and multicultural education must be synthesized in a comprehensive program which is applicable both individually and collectively to our multicultural youth. To begin incorporating the ideals and ideas of intercultural education would not only give new (and much needed) direction to American education, but would also enhance America's future.

AA

West, John R. On What Basis Do Students Select Coursework in Black Studies? Ed. D. Practicum, Nova University. 1974. 28p. ED 103 048
MF & HC

This report attempts to establish the conditions under which students will choose to enroll in Black Studies courses. Out of 500 Black Studies students at Santa Ana College, 100 were randomly chosen to answer questionnaires regarding motivation for course selection and personal educational needs. A 100 percent response rate was reported for both questionnaires. The data indicates a tendency of students (53 percent) to choose Black

Studies courses on the basis of the personal need for better understanding of their environment and its institutions. Of the respondents 17 percent indicated that they choose Black Studies courses to satisfy program requirements, and 16 percent select courses on the basis of the instructor. On the basis of the findings, curriculum recommendations are made.

NA

Whiteman, Henrietta V. Developing a Native American Studies Program. Paper presented at the National Teacher Corps Conference, Denver, Colorado, April 26-29, 1973. 21p. ED 075 133 MF & HC

The development of Native American Studies (NAS) is an attempt at self-awareness and an exercise in self-determination. One area of concern in the development of a program for Native Americans is their high attrition rate in college. Specially designed programs for the Native American student could offer (1) Native American student orientation programs, (2) mini-workshops on note-taking, the use of the library, and research paper writing techniques, (3) academic, financial, and personal counseling services, (4) tutorial programs, and (5) social "get acquainted" activities. Another problem related to the development of NAS programs is the necessity of having a majority of faculty and staff of the same ethnic origin as the students. Once the program has begun to solve these two problems, a third problem results: too few Native American college graduates return to their home environment or reservation or even find their way into Indian-oriented organizations--wherever they may be located. It is further contended that although the Indian student can become involved in such a program, the courses included in the curriculum must be academically sound and responsive to and reflective of the needs of its particular students and community. It is concluded that the finished product of NAS can only result through the initiative taken by Native Americans and educators to incorporate time-tried perspectives into the new academic perspective of NAS.

MC

William, David Brian. SWRL Music Program: Ethnic Song Selection and Distribution. Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Califorina. 1972. 14p. ED 109 040 MF & HC

Current elementary music education approaches to the distribution and selection of ethnic folk song in music programs are surveyed and each approach is reviewed on the basis of its utility for the Southwest Regional Laboratory Music Program. The first approach, a traditional point of view is based on the premise that music education has a responsibility to introduce the child to a wide spectrum of music from all cultures. A problem with this approach is that ethnic groups and their music have not received much emphasis--the emphasis, instead, is on white music. Another approach is the non-Western. This music philosophy shifts the emphasis so that children will be exposed to a variegated selection of music of other cultures; however, most classroom teachers are not prepared to teach non-Western music. In addition, there is a degree of uncertainty that young children can cope with the demands of non-Western music systems and languages. Another point of view is the Ethnic-American in which the emphasis has been on a larger representation of American ethnic music other than traditional Anglo-American repertoire. The last point of view presented is the multi-directional ethnic American that conceptualizes the relationship of a child to his society. This philosophy stresses that the American child should first discover the relevant musical diversity within his own culture before studying music of non-American cultures. A reference section concludes the document.

NA

Wilson, Roger. Teacher Corps, A Model for Training Teachers. Position Paper. Paper presented at Native American Teacher Corps Conference, Denver, Colorado, April 26-29, 1973. 19p. ED 075 134 MF & HC

Several inadequacies exist in the training of those teachers who teach in reservation schools. These teachers often know nothing of the special characteristics of reservation life, of the language and culture of their pupils, or of the best ways to teach children of non-Anglo backgrounds. This absence of knowledge then causes adjustment frustrations for both the teacher and the students. Some suggestions for recruiting and producing better teachers of non-Anglos include (1) retaining existing staff; (2) cooperating with colleges of education to help prospective teachers learn enough of an American Indian culture and language to deal effectively with children of that culture and language; and (3) taking as candidates people who are native to the area, familiar with the language and culture, and accustomed to the isolation and distances involved in living and teaching on a reservation. Additionally, the origin, administration, and organization of the Navajo-Hopi Teacher Corps Program are discussed. A competency based teacher education program is noted as one of the outstanding features of the Teacher Corps Program. It is concluded that with the proper professional preparation, Indian people should eventually be controlling their own educational destiny and have full self-determination.

REPORTS

NA

Abt Associates, Inc. Cambridge, Mass.; Utah University, Salt Lake City. Project NECESSITIES: Phase I Report. Bureau of Indian Affairs (Dept of Interior), Washington, D.C. 1969. 295p. ED 049 846 MF & HC

The Project NECESSITIES Draft Development Plan, in the form of a Curriculum Development Bank set up to reform social studies education and communication in Bureau of Indian Affairs schools, attempts to establish meaningful guidelines in order to gain the benefits of centralism and regionalism in the creation of multiple Scope and Sequence Plans at the local level by tribal education committees, Indian parents, school administrators and teachers, and, to some measure, even students. This plan centers around five master concepts: interaction (isolation), change (stability), conflict (cooperation), power (weakness), and valuing (ignoring). The plan broadly sketches the process for developing units of the Project NECESSITIES curriculum. Dimensions for each unit are the master concepts; environmental concepts which "set the stage"; key concepts; appropriate subconcepts suggested by, or critical to the use of, the master and key concepts; catalytic questions which frame the concepts used in any particular activity or unit; content and comparative content; methods; media and materials; and skills related to the child's developmental stage. A teacher training program has been used to acquaint teachers with the objectives of Project NECESSITIES and has provided a period during which teachers could criticize, question, and discuss the objectives. The document contains the Draft Development Plan and related working papers, along with a section on teacher training. Included in the appendix are a list of steering committee personnel, the steering committee minutes, and committee position papers.

MA

Baty, Roger M. Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California. Praeger Special Studies in U.S. Economic and Social Development Series. Praeger Publishers, 111 Fourth Avenue, New York, N.Y. 1972. 147p. ED 066 545
Document Not Available from EDRS

This is a report of an action-research study, designed to determine the effect of exposure to cultural, social, and economic diversity on selected attitudes of elementary school teachers. The research developed two thrusts. One was to investigate the effects of exposure to the usual classroom situation on teacher tolerance and teacher optimism. The other was to investigate the effects of exposure to an in-service training program, in addition to the usual classroom situation. The dependent variables--optimism about pupil potential to achieve, and tolerance of minority self-assertiveness--were selected for their relevance to current inquiry in the broad area of preparing teachers to work more effectively with urban and suburban children. The goals of the in-service training program were to increase the teacher's understanding of the cultural background of the Mexican-American child, and to help the teacher find ways to increase the child's self-esteem. The goals would be accomplished, it was assumed, if teachers who participated became aware of their cultural blinders--their own assumptions--and became more concerned to learn about the cultural backgrounds of all their youngsters, not just Mexican-Americans. The course consisted of ten three-hour evening sessions held in a local school. Each session had three parts: (1) Lecture: (2) Question-and-answer period, followed by a coffee break; and, (3) Discussion groups.

MC

Best, Gilmary. Validating Performance Models for Re-Educations Certified Urban Teachers in Multicultural Dimensions. Final Report. Mercy Coll. of Detroit, Mich. 1972. 36p. ED 072 162 MF & HC

Performance models for re-educating certified urban teachers in multicultural dimensions were developed based upon: (1) the concept that colleges and instructors should adapt to the students; (2) critiques of the whole system of education given by multi-ethnic students of the five Consortium colleges; and, (3) interviews with talented scholars with various racial and ethnic backgrounds. The models developed covered the following: (1) language aspects of culture; (2) motivational patterns rooted in culture; (3) culture impacted learning style; (4) time orientation; (5) pattern of family relationships; (6) cultural sexual aspects; (7) folkloria; and, (8) special rites and customs. Each model was based upon a systems approach flow chart and specified student need, objectives, media, and criterion measures. The Director submitted these eight models to eight representatives of different cultures for rating. The models were scored by their raters for "applicability," "implementability," and "cultural acceptability." Kendall's coefficient of concordance was then applied to discover the degree to which the raters were in agreement with respect to the terms Excellent, Good, Fair, and Poor, as applied to the models. For the models in total and for the factor "implementability," there was agreement in the worth of the models at a five percent level of significance.

NA

Birchard, Bruce A. Curriculum: Students, Parents, Teachers, and Community Leaders; Perceptions of Indian Education. The National Study of American Indian Education, Series IV, No. 10, Final Report. University of Chicago, Ill. 1970. 14p. ED 047 879 MF & HC

As a part of the Final Report of the National Study of American Indian Education, this document reported on the perceptions and attitudes of Indian students, parents, teachers, and community leaders toward Indian culture and its incorporation in the school curriculum in their respective communities. Attitudes were ascertained using various scales. Results indicated a general consensus among respondents that some aspects of tribal and/or Indian history and/or culture should be taught in the schools in some way. A majority of students and parents also expressed interest in making it possible for children to learn or use the tribal language in school. Indian parents in most communities agreed that their respective schools ignore the Indian or tribal heritage. Aside from these concerns, it was felt by the respondents that the role of the school is to prepare Indian students for employment in the dominant economy and for successful lives in the sociocultural mainstream.

MA

B'nai B'rith, New York, N. Y. Anti-Defamation League. Development and Evaluation of Educational Materials on Mexican Americans. Final Report. Office of Education (DHEW), Washington, D.C. 1970. 13p. ED 044 230 MF & HC

As an exploratory effort to introduce positive change in an ongoing educational process, this project had as its prime objective the development and distribution of educational materials which would inform students and the general community on the Mexican American and thereby increase understanding, reduce prejudice, and improve the self-image of the Mexican American. Three publications and two half-hour films were developed for this purpose. Companion objectives of the project were (1) to endeavor to integrate the publications into curricula and other educational processes of schools, (2) to reverse the self-fulfillingtendencies of low expectations for Mexican American students by enhancing self-esteem, (3) to make it possible for the teacher to understand the culture the child brings to the school, (4) to disseminate the publications and films to the general public, and (5) to evaluate on an ongoing basis the impact of the materials on various audiences and to suggest directions for future efforts. According to the document, one can conclude that the purposes were accomplished. More important, however, the project has pointed out how little those-people who work with the Mexican American know about his culture, his heritage, and the obstacles he faces.

MC

Bryant, Brenda, ed. A Sharing of Experiences. Paper prepared for the Teacher Corps eighth and ninth Cycle Staff Development Conference (Washington, D.C., June 9-13, 1974). 94p. SP 009 712; ED to be announced in April RIE. MF & HC

This report comes out of the 1974 Teacher Corps Conference, which was held to acquaint Teacher Corps personnel with new ideas to enhance their abilities to train interns to work with special needs children. The first part of the report is composed of 18 speeches on topics such as: community involvement in education, ethnic diversity, discrimination, performance-based teacher education, handicapped children, and the past and future of Teacher Corps. The next part consists of seven reports based on small, informal skill sessions held to give participants opportunities to learn about competency-based teacher education and diagnostic-prescriptive teaching. The majority of the presentations stress the problems and issues which have contributed to the imperfect functioning to the public schools, and represent a commitment on the part of speakers to try to show how the Teacher Corps can be a tool in improving the public school system through creating effective models of what can be done.

OE

Cole, Allan B. Planning Project for the Teaching of Asian Studies in New England Secondary Schools. Final Report. 1967. 29p. ED 018 440 MF & HC

Asian studies in secondary schools have passed their pioneer stage and require expansion and more depth. There is need for preparing teachers by summer institutes, by services which should be supplied by a service center, and by leaves of absence for studies at graduate centers and in Asia. The teaching of Chinese and Japanese languages should be seriously undertaken by secondary school students of good aptitude--at first at some 10 regional centers in New England. After more teachers have been trained, these languages should be offered, as are others, as part of the regular curriculum. If there is to be adequate governmental support, perhaps one-third of the secondary schools in New England could come to provide such instruction. (This survey describes the opportunities for Asian studies in secondary school curricula and what the further needs are. It outlines by phases and activities a proposed service center for teachers of Asian studies in New England.)

MA

Crystal City Independent School District, Texas. Opportunities for Youth in Education. Final Report, 1971-1973. Office of Economic Opportunity, Washington, D.C. 1973. 157p. ED 089 913 MF & HC

The major objectives of this Crystal City, Texas program were dropout prevention, the development of relevant curriculum for Mexican Americans, and the acquirement of innovative methods and techniques for the successful implementation of programs developed by the project staff. The initial 100 students participating in the Opportunities of Youth in Education (O.Y.E.) program were picked at random from a list of approximately 300 who met the guidelines. Twenty-five sophomores and 25 juniors received a stipend and program services. Another group of 25 sophomores and 25 juniors received only the services. A control group was picked at random from the remaining list of student applicants. A "school within a school" was set up for the O.Y.E. students with a staff of five teachers who taught math, science, English, Spanish, and social studies in the morning. The students were in the regular school program during the afternoons. Evaluation of the program consisted of undocumentable results along with statistics on the Amex Evaluation report, grades, attendance, dropout/retention rate, college orientation results and the testing program results.

MA

Cummins, Emery J.; Palomares, Uvaldo H. Assessment of Rural Mexican American Pupils in Preschool And Grades One through Six. Preliminary Report. California State Dept. of Education, Sacramento. 1967. 48p. ED 017 959 MF & HC

An assessment project to evaluate the educational strengths and weaknesses of Mexican-American students in relation to themselves and the culture-at-large was initiated so that curriculum approaches and educational techniques appropriate to their needs could be developed. The sample chosen for the study were elementary school students with Spanish surnames, pre-school through sixth-grade attending the San Ysidro public schools. The three areas measured were perceptual-motor, social-emotional, and intellectual-academic. Each area was measured by at least two carefully selected instruments on seven consecutive days, 120 students were administered the tests. From this sample, 25 students were chosen for in-depth testing. Results indicate that Mexican-American students tend to fall progressively behind the normative population in perceptual-motor development. Their social-emotional development was characterized by feeling of inadequacy and low self-esteem. However, in spite of their low self-concept, their social maturity was higher than that of the normative population. Though testing indicates normal intellectual ability, the academic achievement of the Mexican-American population was characterized by a progressive drop in achievement throughout the grades. For each area, curriculum recommendations and educational techniques recommendations are made.

NA

Fuchs, Esteele. Curriculum for American Indian Youth. The National Study of American Indian Education, Series IV, No. 4, Final Report. University of Chicago, Ill. 1970. 12p. ED 046 602 MF & HC

The National Study of American Indian Education has documented a broad consensus among parents, students, teachers, and influential persons that the most important role of the schools is to prepare Indian students for employment in the dominant economy and for successful lives in the sociocultural mainstream. With occasional exceptions, curriculum for Indian children in both Bureau of Indian Affairs schools and in public schools parallels the curriculum provided to non-Indian students in the public schools. There is virtually no quarrel with the principle that the curriculum for Indian youth should include the very best curriculum provided non-Indian youth, but several major areas stand out as issues of concern. Among these are the inclusion of tribal culture and history in school instruction, language instruction, vocational emphasis, and attention to the dignity of Indian identity. Whatever curriculum developments take place in American education, it is unlikely that Indian parents will want anything less for their children than the same curriculum offered to other Americans. The most outstanding difference, however, is that Indian parents would like the schools to give recognition to Indian identity.

NA

Fullerton, Bill J., comp.; Bell, John E., comp. Instructional Centers for Pima Culture. Final Report: Academic Year 1968-69. Arizona State University, Tempe. Bureau of Educational Research and Services. 1969. 66p. ED 046 608 MF & HC

The document contains the final report of the establishment of instructional centers for schools of Arizona's Gila River Indian Community. The project was made possible through Title III funds of the Elementary and Secondary Education Act and was intended (1) to provide programs, services, and materials for making learning experiences more meaningful in terms of Pima culture and (2) to develop instructional materials centers for the schools of Gila River Indian Community: Cass Blanca Day School, Gila Crossing Day School, Pima Central, and St. John's Indian School. Among the topics discussed in the document are developing instructional materials centers, cultural heritage, art education, educational media, reading, science, and social studies. The document concludes with a description of consultant services, an evaluation report, and recommendations for future consultants' services and/or programs.

MC

Gibson, John S. The Development of Instructional Materials and Teaching Strategies on Race and Culture in American Life. Final Report - Volumes I, II First Part, II Second Part, III. Tufts University, Medford, Mass. Lincoln Filene System for Citizenship and Public Affairs. 1968. 691p. ED 028 225 MF & HC

Section I of this final report presents basic research findings on teaching and learning about intergroup relations at the elementary level, and includes a number of propositions and critiques about intergroup relations education and a series of recommendations. Section II is an actual "Intergroup Relations Curriculum" for elementary grades; it consists of a discussion of the conceptual framework of the curriculum, teaching tools emphasizing inductive teaching and discovery by students, 20 learning activities, and two extensive units for use at the intermediate level. Section III contains information of teacher education program held at Tufts University, evaluation instruments, dissemination procedures, and projections for the curriculum.

MC

Illinois State Office of Education, Chicago, Urban and Ethnic Education Section. Title IX Ethnic Heritage Project Analysis; A Study of Title IX, ESEA, Ethnic Heritage Projects Funded by the U.S. Office of Education Health, Education and Welfare, July 1, 1974, through June 30, 1975.

Office of Education (DHEW), Washington, D.C. 1975. 76p. ED 109 006 MF & HC

In 1974, the Ethnic Heritage Studies Branch of the Office of Education granted awards to 42 institutions throughout the United States. A questionnaire was developed and completed by all projects to detail the component activity and goals of each individual project. This report summarizes those questionnaires, providing ready reference to the projects and their activities. Part 1 contains project descriptions which include awards, title, director, staff, bibliographies, field tests, deadlines, other related projects, and unique aspects about the project. Part 2 categorizes each project by whether it focuses on secondary resources, bibliographies, units, and establishing resource centers or focuses on in-depth ethnographic studies of a particular neighborhood using mainly primary sources. The third part categorizes the projects according to evaluation form, curriculum materials development, curriculum models used, media material development, academic discipline, personnel materials development, ethnic groups to be studied, and ethnic and community group participation.

MA

Iowa University (University of Iowa), Iowa City. Cycle 8 Teacher Corps Project. Report. September, 1973 to August, 1975. Office of Education (DHEW), Washington, D.C. Teacher Corps. 1975. 204p. SP 009 716; ED to be announced in April RIE MF & HC

This is the final report of the Cycle 8 Teacher Corps Project of the University of Iowa. The project was designed for 20 bilingual interns, all third and fourth year undergraduates. The cooperating teachers were selected upon the recommendation of local superintendents and principals. The planning period of the program was August 1973 to May 1974. The interns completed their preservice in August 1974 and immediately began the inservice period working in various communities. Each intern experienced working in both the lower and upper elementary grades. During the inservice, the interns were involved in developing proposals for community projects. During the 1975 summer session, they completed all work required for the bachelor's degree and/or certification. As a result of the project, competency-based and field-based teacher training programs were seen to be viable approaches to teacher education. The project appeared to have an impact on the schools and communities served. (Appended to this report are an excerpt from "An Analysis of Extended Planning Periods for Teacher Corps Projects;" module clusters; a list of advisory committee members, interns, and cooperating teachers; orientation activities; grading procedures and an evaluation form; a letter of explanation regarding Teacher Corps grading procedures; faculty summaries of Teacher Corps modules; and program evaluation forms.)

OE

Los Angeles City Schools, Calif. Div. of Career and Continuing Education. *Bridging the Asian Language and Cultural Gap: An Adult Basic Education Program. Interim Report, 1971-72.* Office of Education (DHEW), Washington, D.C. 1972. 90p. ED 103 703 MF & HC

The document describes a project designed to help the Asian adult bridge the language and cultural gap through a two-pronged approach to the problem: the development of curriculum materials designed to deal with the specific phonological and structural problems of the Chinese, Filipino, Japanese, and Korean students; and the sponsorship of in-service sessions for the purpose of giving the ESL (English as a Second Language) teacher a better understanding of the socio-cultural and linguistic backgrounds of their students. The document is organized into three major sections: a progress report, a description of in-service training sessions, and instructional materials. Three in-service training sessions are described: (1) socio-cultural-economic backgrounds of the Chinese, Filipinos, Japanese, and Koreans; (2) the linguistic backgrounds of the Japanese and Koreans; and (3) the linguistic backgrounds of the Filipinos and Chinese. The instructional materials section provides phonological charts, structural charts, and a sample lesson. The lessons are situationally oriented, structurally sequenced, and designed to develop oral communication skills as well as reading and writing skills appropriate to the beginning level student. A collection of press releases concludes the document.

NA

Murphy, Donald J. *A Washington State Indian Project to Develop a Culturally-Based Occupational Career Awareness Curriculum. Final Report.* National Center for Educational Research and Development (DHEW/OE), Washington, D.C. 1974. 31p. ED 108 816 MF & HC

Utilizing data derived from the Clallam, Lummi, Yakima, Spokane, and Kalispel tribes, a curriculum model was developed to meet the needs of American Indian children enrolled in Washington State primary schools. Project objectives were to: (1) increase adult and parental Indian involvement in the educational process; and (2) motivate Indian pupils toward occupational awareness and vocational incentive via use of cultural materials emphasizing Native American occupational history, present career opportunities, and State and Federal Indian leadership models. Designed to encompass past, present, and future Indian occupational orientations, the model involved the following development process: (1) initial contact with tribe; (2) tribal liaison groups appointed; (3) tribal group recommended persons for employment as interviewers; (4) tribal interviewers trained; (5) data collected and transcribed; (6) staff identified curriculum content; (7) data and content reviewed by tribal liaison/group; (8) curriculum products scripted; (9) scripts reviewed by tribal liaison/group;

(10) scripts and stories and/or visuals reviewed by tribal groups; (11) curriculum products produced; (12) products placed in schools and tribes for evaluation; (13) evaluations reported; (14) revisions made; and (15) project disseminated. Teachers whoused and evaluated the materials found them to be well developed, stimulating, and generally valuable.

MC

Nostand, Howard Lee. Toward a Bi-cultural Curriculum. Report 1, Areas Where Research Is Needed In Bilingual Education. 1967. 17p. ED 018 285 MF & HC

Every child should learn to understand a second culture and its language in order to cope with intercultural conflicts. This, however, does not mean it is necessary to belong to two cultures, since inner conflict results unless one identifies himself with one way of life of the other. The bi-cultural curriculum proposed is a middle ground between two extremes--imposing the majority's life style and allowing the complete substitution of another. Thus, the best features of each culture would prevail, possibly leading to the eventual convergence of the two. This bi-cultural curriculum would provide the best chance of accomplishing two objectives--(1) the minority students would have the self-confidence of a secure home culture, and (2) the majority of students would be relieved of their superiority complex. The plan for developing this sort of bi-cultural curriculum would require the development of a descriptive knowledge of cultures, and the application of that knowledge in the curriculum. Once this descriptive knowledge is accumulated through research, it then becomes the task of educators to properly sequence experiences which will permit students to assimilate that knowledge.

NA

One Feather, Vivian. Through the Development and Testing of an Indian Culture Curriculum. Final Report. Red Cloud Indian School, Inc., Pine Ridge, S. Dak. Oglala Sioux Culture Center, 1972. 75p. ED 067 172 MF & HC

To enable the student to better his self-image, this project endeavors to give the student opportunity to acquire factual knowledge as well as new experience and skills. Through an integrated program of instructional materials, the 9th grade Oglala Sioux student studies the history and culture of the Oglala people on the Pine Ridge Indian Reservation. The basic materials were collected through interviews with Oglala Sioux elders and available reading materials and photographs. The six instructional units cover topics such as: Kinship structure, land, economy, games, legends, and government. Evaluation was based on pre-testing and post-testing 9th graders with comparative analysis with 9th grade students in a control group. The appended curricula guide lists (1) the general principles and objectives of an Indian Studies Curriculum for Pine Ridge Indian Reservation and (2) the concepts, objectives, attitudes, and resources for each unit of the Ninth Grade Oglala Sioux Curriculum. The texts of the six units are under separate covers in this report.

MA

Piper, Richard, comp. Program of In-Service Education for Teachers. Hispanic Urban Center Evaulation Report. Los Angeles Unified School District, Calif. 1972. 41p. Ed 067 184 MF & HC

Conducted under the auspices of the City of Los Angeles, East/Northeast Model Cities Program, and the cooperation of the Los Angeles Unified School District and Occidental College, this report covers the testing of 158 participants (principals, coordinators, and teachers from East Los Angeles elementary schools) in a program of in-service education titled "The Mexican American in the Schools." The objective of the research was to change teacher perceptions and behavior with respect to Mexican American students. The methodology utilized included a multimedia approach, instructor lectures, a simulation game, and home and community visits. A special inventory of beliefs was devised to discover the perceptions that educational personnel in East Los Angeles have about the nature and incidence of problems encountered by Mexican Americans on the east side. As measured by the pretest and posttest inventories, it was concluded that changes in perception were small but did move consistently in a positive direction. Some recommendations for course improvement were that the specifics of the conflict between middle class American values and Mexican values should be identified and taught, and that specific values in the Mexican educational tradition and the ways in which American schools can relate to those values should be taught. The inventory of beliefs is included in the appendix.

MC

Southwest Educational Development Laboratory. Annual Report. Department of Health, Education and Welfare, Washington, D.C. 1967. 121p. ED 022 567 MF & HC

Activities of the Southwest Educational Development Laboratory are aimed at meeting the special educational needs of Mexican Americans, Negroes, and Acadian French located within the operating radius of the laboratory. Improved curricular offerings directed specifically toward the regional minorities in Texas and Louisiana have been introduced by the laboratory in science, mathematics, social science, and language arts. Demonstration centers have been established in the 2-stage region to speed adaptation of model programs in particular community environments. In addition to curricular improvement, a project aimed at determining the effectiveness of inservice training programs for teachers of the disadvantage in this region is also underway.

AA

Spokek, Bernard; And Others. The Development of a Black Curriculum for Young Children. Final Report. University of Illinois, Urbana. Dept of Elementary Education. 1971. 16p. ED 063 031 MF & HC

A two-year project established to develop a kindergarten-primary curriculum to help all children become aware of significant aspects of Black culture and learn to confront the problems they will face living in an integrated society is presented. The program was designed in four phases. Phase I concerned itself mainly with collecting resources and background data for the black curriculum. Phase II concentrated on developing a series of teaching units in Black Studies for use with young children. Phase III included the final organization and field testing of the resource units. During Phase IV revisions were made in the teaching units as a result of the information gathered during the field testing and the final report was written. Instructional materials included the Continent of Africa, Language Experiences Black Media, the Aesthetic Curricula and Black Arts, and Music. There were five workshops. In the final workshop, the teachers discussed with the researcher the relevance and effect to the entire curriculum. Findings include: (1) Racial attitudes improved; (2) Improvement in racial attitudes was greater for girls than boys; (3) Pupils in the study made less stereotyped choices in their role identification of Black Americans; and (4) The pupils in the program showed an increase in their knowledge of Black Americans. It is concluded that Black Studies are effective in increasing the self concepts of Black children and in improving academic readiness.

MA

Turner, H. C. Team Teaching, Employing a Variety of Methods for Spanish/Anglo-American Intergration. Title IV, 1969-70. Final Report. Las Vegas City Schools, N. Mex. 1970. 52p. ED 056 130 MF & HC

A total of thirty participants, mostly teachers, underwent an in-service training program to develop "cultural awareness" in 1969-1970. The project plan was as follows: (1) cultural sensitivity training; (2) cultural awareness, curriculum objectives, and development training; (3) instruction methods and strategies, philosophy of human development, development of teaching units, and Interaction Analysis training; and, (4) follow-up and evaluation.

SURVEYS

MA

Baker, William Pitt. 1969 Follow-Up Study of Dropouts and Graduates of 1962-63 and 1964-1965; With Special Reference to Problems Encountered by Mexican-American Leavers. San Jose East Side Union High School District, Calif. 1969. 49p. ED 039 089 MF & HC

The purposes of this third report in a series of 5-year follow-up studies of a school district in San Jose, California, are (1) to compare Mexican American and other graduates and dropouts from the school years ending in 1963 and 1965 and (2) to compare the results of this study with the two previous studies (school years ending in 1965 and 1961). Tabular data are presented for 1963 and 1965 graduates and dropouts cross-classified by ethnicity. Comparable figures from the 1965 and 1961 studies are also presented. Most of the tables are followed by statements of the significance of the data, together with inferences drawn from the findings. A summary of findings as applied to the objectives of the study--(1) to determine characteristics and activities of school leavers, (2) to determine differences in problems faced by school leavers of Mexican ancestry, and (3) to evaluate those aspects of the curriculum and guidance program to which the follow-up data apply--is presented, as well as recommendations for improving curriculum and guidance.

MA

Baker, William Pitt. 1961 Follow-Up Study of Drop-Outs and Graduates of 1957-58 and 1959-60; With Special Reference to Problems Encountered by Bilingual (Mexican-American) Leavers. San Jose East Side Union High School District, Calif. 1962. 47p. ED 039 088 MF & HC

The purposes of this second report in a series of 5-year follow-up studies of a school district in San Jose, California, were (1) to compare bilingual (Mexican American) and monolingual graduates and dropouts from the school years ending in 1958 and 1960 and (2) to compare the results of this 1961 study with a similar study conducted during the school years ending in 1953 and 1955. Objectives of the study included (1) determination of chararacteristics and activities of "school leavers," (2) evaluation of differences in problems faced by school leavers of Mexican ancestry, (3) evaluation of curricular aspects to which follow-up data apply, and (4) evaluation of the school guidance program. The report presents tabular data comparing graduates and dropouts -- often with comparable figures from the original (1956) study--and inferences drawn from each table. A summary of findings as related to objectives of the study is given, along with recommendations for changes in the curriculum and the guidance program. A copy of the questionnaire used in obtaining data for the study is appended.

MC

Caliguri, Joseph P.; Levine, Daniel U. School Districts in the Kansas City Metropolitan Area. University of Missouri Kansas City. Center for the Study of Metropolitan Problems in Education. 1969. 23p. ED 052 072 MF & HC

This report summarizes an informal survey to determine how extensively inter-ethnic materials are being used in suburban school districts in the Kansas City Metropolitan Area. Data was obtained from reponses to a questionnaire distributed to some 100 teachers and administrators from 20 districts enrolled in two courses, fall 1968. In no school or district did a percentage of black or other minority students constitute an appreciable proportion of the student body. Information was sought on the following topics: 1) representation inclusion, and characteristics of minority groups in textual materials; (2) written policies of school districts on the use of inter-ethnic materials; 3) procedures for the selection of inter-ethnic materials; 4) availability of films, filmstrips, tapes, records, magazines, and other kinds of aids with inter-ethnic content; and 5) procedures utilized by school districts to distribute inter-ethnic materials. Some conclusions are: 1) the situation is very uneven; 2) more systematic efforts are needed to make high quality materials available and to help teachers use them effectively; 3) few districts have written policies encouraging use of such materials; 4) few districts have procedures to ensure adequate selection of quantity of resources. In conclusion six policies are outlined to devise definite practices for encouraging the use of good inter-ethnic materials. A discussion by Garvin Hudgins of "The Negro Being Integrated Into History" is appended.

AA

Glovinsky, Sanford J. Sex Education, Black Studies, Drug Abuse: A Survey of Existing Programs in Four Counties in Southeastern Michigan. Wayne County Intermediate School District, Detroit, Mich. 1970. 30p. ED 040 135 MF & HC

A questionnaire was sent to 100 school districts (97 public and three parochial) in southeastern Michigan in an attempt to determine to what extent sex education, black studies, and drug abuse have been included in the curriculum and to provide data to help in establishing new programs. Ninety-six replies were received and the data was categorized as 1) formal system-wide; 2) in planning; 3) integrated, i.e., forming part of other existing courses such as physical education, science, sociology, etc. Seventeen tables give the detailed results of the survey and appendixes list the central offices contacted and include the questionnaire, cover letter, and follow-up letter.

AA

Levey, Rose Marie Walker. Black Studies in Schools: A Review of Current Policies and Programs. Education U.S.A. Special Report. National School Public Relations Association, Washington, D.C. 1970. 50p. ED 038 466 MF; HC/Available from National School Public Relations Association, 1201 16th St., N.W., Washington, D.C. 20036.

This review, by the editors of "Education U.S.A.," surveys school systems across the country and lists outstanding programs relating to black studies and the schools--where do they stand?; black studies and the states--what have they done?; and, case studies of the fifteen school districts--Philadelphia, Cleveland, San Francisco, Harvey (Ill.), Berkeley, Buffalo, Los Angeles, Evanston, Providence, San Mateo (Calif.), Madison, Washington (D.C.), Rochester, and New York City. The case studies deal with programs in some detail, often including materials published and/or used by the school districts. A concluding section reviews the status of black studies today. The following suggestion and guideline items are appended: (1) Suggestions from Los Angeles City Schools--use of Negro history materials in social studies classes in elementary schools; (2) Suggested guidelines for an inservice course in human relations--from the Board of Education, New York City; (3) Seven guidelines for introducing Negro history in the classroom--Flint, Michigan; and (4) Guidelines from the Nevada State Department of Education for use in selecting multiethnic materials.

CLASSROOM MATERIALS

TEACHER EDUCATION

AA

Chochezi; And Others. The Culture Ghetto Cycle Syndrome. University of Houston, Texas Coll. of Education. 29p. ED 109 908 MF & HC

This learning component provides interns with insight into the dynamics of black culture and the ghetto cycle syndrome, develops positive attitudes toward black people and black culture as reflected in the behaviors of black people, and relates this knowledge and information to the understanding of other cultures. Activities within the component emphasize the black family, eco-political systems, discrimination against black people, human demoralization, and untapped resources. Two modules are presented, culture and the black family, with learning activities bibliographies, and flow charts.

OE

Hartford University, West Hartford, Conn. Coll. of Education. Modular Sequence: Puerto Rican Pupils in Mainland Schools. Instructor's Guide. Teacher Corps Bilingual Project. Office of Education (DHEW), Washington, D.C. Teacher Corps. 12p. ED 103 380 MF & HC

The purpose of this modular sequence is to provide teachers with a comprehensive awareness and concrete applications of Puerto Rican culture with respect to public school classrooms. It focuses on the teacher's individual needs and specified competencies to be attained. The sequence is divided into 12 modules, each of which include a preassessment test, a postassessment test, and learning tasks. Competency is through successful completion of the learning activities and postassessments of each module. (This document is a description of the entire modular sequence and contains a bibliography.)

OE

Hartford University, West Hartford, Conn. Coll. of Education. Modular Sequence: Puerto Rican Pupils in Mainland Schools, TTP 003.01. The Puerto Rican in Puerto Rico. Teacher Corps Bilingual Project. Office of Education (DHEW), Washington, D.C. Teacher Corps. 10p. ED 103 369 MF & HC

This module provides the participant with an overview of life and living conditions in Puerto Rico so that as a teacher he may better understand the lives of Puertn Ricans on the Island and (b) describe both urban and rural lifestyles on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a post-assessment test. (A 22-item bibliography is included.)

OE

Hartford University, West Hartford, Conn. Coll. of Education. Modular Sequence: Puerto Rican Pupils in Mainland Schools. TTP 003.05. The Puerto Rican Family. Teacher Corps Bilingual Project. Office of Education (DHEW), Washington, D.C. Teacher Corps. 59p. ED 103 381 MF & HC

This module provides the participant with an overview of the structure of the Puerto Rican family and the forces which have affected it. It is believed that the learning alternatives in this module will provide the reader with greater insight into the family lives of Puerto Rican children. Upon completion of this module, the participant will be able to (a) describe the traditional structure of the Puerto Rican family and the roles of its members, (b) explain the effect of the Americanization of Puerto Rico on the the Puerto Rican family, and (c) discuss the effect of mainland migration on the structure of migrating families. The participant completes a preassessment test, chooses tasks from a list of alternatives, reads the attached narrative, and concludes the module with a postassessment test. (A bibliography is included.)

NA

Henry, Jeanette, ed. The American Indian Reader: Education. Ford Foundation, New York, N.Y. Available from Indian Historian Press, Inc., American Indian Educational Publishers, San Francisco, Calif. 1972. 300p. ED 076 298 Document Not Available from EDRS.

Analyzing American Indian education, the book is the second in a series designed for classroom use, teacher preparation, and the general reader. A collection of the most important articles published in "The Indian Historian" during the last seven years, the book also introduces new materials prepared specifically for the series. The contents cover seven educational areas: approach and philosophy; lessons of history; problems of today; critique and evaluation; film and book reviews; "relevant" education; and a curriculum sampling. Subjects have been arranged for resource use and suggest a guide to study in each area. This book attempts to present ideas as well as information. Certain ideas are offered to stimulate discussion and to develop more student participation, i.e., teachers must recognize that identity with one's heritage is natural, usually a cherished possession that cannot be demeaned, discredited, or devalued.

MC

Keach, Everett T., Jr. Intercultural Understanding: The Problem and a Process. Social Studies for the Elementary School. Proficiency Module #7 University of Georgia, Athens. Dept. of Social Science Education. 1972. 39p. ED 073 983 MF & HC

This module is one in a series of teaching modules developed for a contemporary social studies curriculum. The purpose of this module is to develop an understanding of the sources of content to be used in an intercultural awareness curriculum and to reinforce teaching strategies learned in the other modules by applying them to the development of lessons in intercultural understanding. The terminal competency for this unit is: Given selected information on the "objects" and "dimension" of intercultural understanding, the reader will be able to derive a generalization from a set of cross cultural data and write a lesson plan incorporating an "object" and a "dimension" of intercultural understanding. The first section of the work discusses the development and applications of behavioral objectives in constructing an intercultural understanding curriculum. The second part contains case studies of two different cultures: The Hopi Indians of Northeastern Arizona; and a Japanese Family.

JUNIOR HIGH/HIGH SCHOOL

Penn, Joseph E.; And Others. The Negro in American History, A Curriculum Resource Bulletin for Secondary Schools. District of Columbia Public Schools, Washington, D.C. 1964. 129p. ED 002 476 MF & HC AA

A supplement to the regular eleventh grade American History text book is given. The story of the Negro in American History and an elucidation of his contributions to our society are presented. Thus an attempt is made to provide a respected self-image to all students and to emphasize their responsibilities as American citizens. The American Negro role, from the period of exploration and colonization to the social revolution of today, is covered. A chronology of significant events and a list of distinguished Negroes is given. A bibliography is included at the end of each chapter.

CURRICULUM MATERIALS

PRESCHOOL/ELEMENTARY

MC

Aloy, Noela; And Others. *A Hawaiiana Program Guide and Teacher Orientation.* Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. A Masters Project presented to the Graduate School, University of Hawaii in partial fulfillment of the requirements for the degree Masters of Education. 1973. 248p. ED 110 368 MF & HC

Two sections comprising this guide--a program or curriculum guide and a teacher orientation or teacher's resource--are designed to be used together for teaching about Hawaii in the fourth grade. Activities in the curriculum guide are based upon an inquiry-conceptual approach and focus on the formation of concepts and generalizations which help students develop an understanding of culture. Organizationally, the curriculum guide is divided according to concepts and their accompanying activities, with specific objectives listed for each activity. Concepts included are migration, environmental adaptation, social organization and control, roles and rules, interdependence, socialization, social values and behavior, political organization and change. The teacher's resource presents aspects of ancient Hawaiian life. It contains student and teacher annotated bibliographies and resource places. Topics covered in the teacher's resource are migration and origin, geography and geology, shelter, food, clothing, occupations, religion, government and society, games and sports, and music. This guide is meant to be used flexibly -- teachers should adapt and modify it appropriately for their students.

MC

Boston Public Schools, Mass. *Curriculum Guide: Social Science. Elementary*. Edward J. Winter, Secretary, Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108. 1969. 361p. ED 046 801 Document Not Available from EDRS.

The purpose of this curriculum guide is the development of those understandings, attitudes, and skills necessary for effective and responsible democratic citizenship. This curriculum hopes to develop in each child the realization of his own uniqueness, dignity, and worth and an awareness of these characteristics in others through the structure of its activities. This program is based upon the interrelated disciplines of the social sciences: economics, geography, history, sociology, anthropology, and political science. Unlike previous curricula, which drew boundaries between subject areas, it is recommended that this program be interrelated with all other curricular areas, especially art, music, literature, and language arts. This program is rooted in the premises of a democratic society: self-realization, responsibility for the general welfare, and faith in shared intelligence. An in-depth study of ethnic groups was decided upon in order to help the child appreciate the cultural diversity of his environment, to understand individuals from different backgrounds, and to be able to relate well to them. Capitalizing on the mixture of people in our urban society, the program includes an in-depth study of seven ethnic groups living in the Boston area: Afro-American, American Indian, Chinese, Irish, Italian, Jewish, and Puerto Rican.

MC

Boston Public Schools, Mass. Curriculum Guide: Social Science. Primary. Edward J. Winter, Secretary, Boston School Committee, 15 Beacon Street, Boston, Massachusetts 02108. 1969. 389p. ED 046 802 Document Not Available from EDRS.

The purpose of this curriculum is to guide the child in decision-making in the areas of citizenship and human relations, to develop an understanding of his environment and the larger environment of the world in which he lives, to help the child to adapt to our changing society and its changing demands. We hope to accomplish these goals through the development of some of the major principles of the social sciences, namely: anthropology, sociology, geography, economics, history, and political science. We hope to instill in each child an appreciation of his own worth as an individual and the worth of others with whom he may be in contact, through participation in group activities in school. Each child needs to have a feeling of belonging to groups which may broaden his horizons and expand his expectations. A multidisciplinary approach is used including language arts, literature, art, and music. The teacher should use this document as a guide rather than as a prescription. Flexibility is built into the guide which may be supplemented by the creativity of the individual teacher, taking into consideration the needs of the children within her class. In addition to the ethnic groups section, sections on the individual, the family, the community, the City of Boston, and a unit plan on transportation are included.

MC

Caddo Parish School Board, Shreveport, La. Multi-Ethnic Conbributions to American History. A Supplementary Booklet Grades K-3. 38p. SP 009 719; ED to be announced in April RIE MF & HC

The booklet is intended for primary school teacher. It lists 22 suggested activities as well as ideas for using music, art, and bulletin boards for multicultural education. The purpose of the first activity is to provide opportunities to discuss great Americans of different ethnic backgrounds. An extensive list is included which contains members of many ethnic groups (mostly men) who have made contributions in medicine, sports, science, civil rights, the military, and entertainment. A bibliography of books and films is also included for both teachers and students.

NA

Delaware State Dept. of Public Instruction, Dover. Archaeology in Delaware. Pupil's Guide. 1969. 45p. ED 046 820 MF & HC

The archeology of Delaware, for all practical purposes meaning Indian prehistory, is the focus of this set consisting of teacher's and pupil's guides. Intended primarily for use at the fourth grade level, the material can successfully be adapted for use in grades 5 through 8. The teacher's guide is flexible and non-structured, allowing for individual situations and ideas. It contains references to source material, a glossary, possible topics for discussion, suggestions for the utilization of multimedia materials, and several illustrations designed for the purpose of producing transparencies. The pupil's guide is a well-illustrated introduction to the nature and methods of archeology, emphasizing similarities between human communities. A final section presents a cultural reconstruction of Delaware Indians before the arrival of Europeans.

MC

Maryland State Department of Education, Baltimore Division of Instruction; Maryland State Department of Education, Baltimore Division of Compensatory, Urban, and Supplementary Programs. New Perspectives in Intergroup Education. Volume I. 1975. 375p. SP 009 698; ED to be announced in April RIE MF & HC

GRADES OR AGES: Kindergarten and Elementary. SUBJECT MATTER: Intergroup Education. ORGANIZATION AND PHYSICAL APPEARANCE: Sections one and two provide the background for classroom implementation of intergroup education and include a statement of beliefs, the State position on intergroup education, delineation of practical implementation, and required supportive services for this program. Sections three through five are intended for the guidance of the classroom teacher and include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education, and an explanation of how the objectives and themes can be implemented. Sections six and seven contain the teaching units for kindergarten and elementary grades, additional learning activities, and selected bibliographies for the instructional levels. Section eight contains a selected bibliography for teacher reference. OBJECTIVES AND ACTIVITIES: Each teaching unit contains learning objectives and activities. INSTRUCTIONAL MATERIALS: Each teaching unit contains a list of materials and resources. ASSESSMENT: Assessment tasks are listed for each instructional objective. OPTIONS: Additional supportive activities are included for sections six and seven.

MC

Millbrae School District, Calif. Multicultural Education Guide for Grades 4, 5, and 8. 1970. 82p. ED 051 054 MF & HC

This resource guide, prepared by teachers, is designed to incorporate minority group studies into the district's social studies curriculum at levels 4, 5, and 8 as a start toward goals specified in the state law.

Introductory material discusses the California Education Code requirements, local district policy, and the work of the curriculum development committee. The goal of this course is to offer children more complete information about five minority groups in the United States: Afro-Americans, American Indians, Chinese-Americans, Japenese-Americans, and Mexican-Americans, with an additional unit on Prejudice. Each unit is concept oriented; various topics to be explored are outlined with the appropriate grade level indicated. Objectives for the unit are given; materials of instruction and learning activities are described. Some teaching techniques used are observation, field trip experiences, dramatizations and role playing, individual research, small and large group activities, educational games, critical thinking and comparative analysis. Resource materials are listed in the guide with student materials included for some units; in addition, a district bibliography, Materials Pertaining to Three Minority Groups: Negro-Americans, Mexican-Americans, and Oriental-Americans, is to be used.

AA

New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development. Black Studies: Related Learning Materials and Activities in Social Studies for Kindergarten, Grade 1 and Grade 2. Curriculum Bulletin, 1970-71 Series, Number 3. 1970. 268p. ED 051 351 MF & HC

The bulletin is divided into four main sections. The first section presents an introduction, objectives, and a list of the major themes from the Social Studies courses of study for Grades Kindergarten through Two. The remaining three sections are composed of suggested materials and activities for each of the respective grades. A bibliography for all of the grades is found after the suggested learning activities. The introduction and the objectives should be read before using the materials so that the purpose of the bulletin is clearly understood. The suggested materials and activities may be used as presented or adapted to enhance pupil learning. Learning activities are found under the appropriate themes for each grade. As the teachers introduce each theme in the Social Studies program, they should refer to this Black Studies bulletin for materials and activities to further enhance those concepts and understandings which the pupils are developing.

NA

Partnow, Patricia H. Writing Social Studies Curricula on Native Cultures. 1975. 5p. ED 108 803 Not available separately, see ED 108 802, 62p., MF & HC

There are virtually no social studies materials on Alaska Native cultures available throughout the state in a suitable form for elementary level students. Federally funded programs emphasizing Native culture fall into two general categories: (1) arts and crafts programs and (2) high school culture-history courses. However, a critical need still exists in three areas: (1) materials on cultural concepts and historical materials which are prepared specifically for elementary grades; (2) materials which can be easily distributed to students in a number of schools, both urban and rural; and (3) materials which do not depend on the expertise of any particular individual, such as a teacher or local resource person, but which can be used regardless of the teacher's educational background. In response to these needs, the Alaska Native Education Board began work on elementary level social studies curricula on the Native cultures of Alaska. The Board found six factors to be extremely important in planning the units: (1) the students; (2) the teachers; (3) the subject matter; (4) the time frame; (5) the school setting; and (6) the community. This paper briefly discusses these six factors. Based on these factors, a sample curriculum model is given.

NA

South Dakota State Department of Public Instruction, Pierre. Families in the Community. Social Studies Guide, Unit II, Year 1. 1969. 49p. ED 054 098 MF & HC

GRADES OR AGES: Grade 1. SUBJECT MATTER: Social studies: Families in the community. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit, suggestions for incorporating it in the K-12 social studies program, and suggested ways to initiate the units. The main text is presented in four columns: content, teacher direction, student learning activities, and resorces. (All resource materials are in fact listed in the bibliography, leaving this column blank.) Additional material includes a short section on evaluation, a bibliography, and a sample unit on a Sioux family. The guide is mimeographed and staple-bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are given in the introductory material. Student activities are listed in the main text. INSTRUCTIONAL MATERIALS: The bibliography lists books, pictures, films, filmstrips, and records. STUDENT ASSESSMENT: Criteria are provided for student self-evaluation, teacher evaluation of students, and teacher self-evaluation.

AA

Spodek, Bernard, And Others. A Black Curriculum for Early Childhood Education: Teaching Units. ERIC Clearinghouse on Early Childhood Education, Urbana, Ill. 1971. 191p. ED 069 374 MF & HC

Teaching units are presented for a black curriculum in early childhood education dealing with Africa and its children, language experiences and the black media, Afro-American arts, and social studies. Each unit is first discussed in general in regard to goals and content, and then each is broken down into specific objectives, content outline, teaching procedures, and materials. The units are directed at urban children and emphasize cultural heritage and self-awareness. A final resource unit provides the teacher and educator with a qualitative listing of materials about blacks, giving information on what is available for use with young children, and how and where to secure with the materials. The resources include teacher references, filmstrips and slides, films, records, pictures and posters, children's literature (picture, prose, and poetry), sources of materials, and annotated bibliographies.

NA

Thomas, Sharon W., comp. Culture Based Curriculum for Young Indian Children. Randers Publications and Sales, P.O. Box 2502, Salt Lake City Utah. 1975. 342p. ED 107 389 Document Not Available from EDRS.

Designed as a resource and curriculum guide for early childhood educators, this publication encompasses both American Indian sociocultural background and culture based lesson plans and activities. Indicative of its organization and scope are the comprehensive chapters devoted to discussions of: (1) the historical failure of Indian education; (2) the need for culturally relevant education; (3) the special problems in Indian education with reference to the unique cultural orientation of Indian children; (4) the common misconceptions about Indians and the nature of Federal and tribal organizations; and (5) the cultural value of local resources and culturally relevant field trips. Additionally, comprehensive lesson plans and activities are provided by chapter for the following: art, language and concept development, music, science, Indian foods and nutrition, play, and social studies. Provided in conjunction with the lesson plans are numerous songs, lullabies, culture based finger plays, poems, original stories, and stories based on Indian legends, as well as activities developed around sandpainting, dramatic play, natural dyes, Indian food recipes, dance, plant identification and use, etc. Also included is an extensive bibliography of books, records, pictures, filmstrips, and films about American Indians.

JUNIOR HIGH/HIGH SCHOOL

NA

Barrios, Earnest, (Comp.); And Others. A Resource Guide for Teaching Chicano Studies in Junior and Senior High Schools. San Diego City Schools, Calif. Available from Office of Materials Development, Education Center, San Diego City Schools, 4100 Normal Street, San Diego, Calif. 92103 1969. 222p. ED 080 223 Document Not Available from EDRS.

In 1969, teacher of the San Diego City School District, students, and representatives of the Chicano community assisted in the development of this resource guide for junior and senior high schools. Information gleaned from history, sociology, anthropology, and literature was compiled. Contributions from art, music, and drama were also included to make the guide a more complete teaching and learning tool. Using the guide, students should be able to better understand the history, tradition, and culture of the Mexican and relate this to present-day educational, economic, political, and social problems encountered by Chicanos in contemporary American society.

AA

Boone, Dave. The Black Novelist in America, English, Contemporary Literature: 5114.57. Dade County Publich Schools, Miami, Fla. 1972. 25p. ED 078 443 MF & HC

As part of a quinmester program, this course, "The Black Novelist in America", extends an opportunity for the student to take a personal and intellectual journey into the hearts, souls, minds, and emotions of black people. The range of subject matter includes (1) distinction between the novel and other literary forms; (2) internalization of black folk heritage as a contribution to American literature and music; (3) demonstration of awareness of the contributions black novelists have made to the development of American literature; (4) examination of the impact of the Harlem Renaissance on the black conscience and the literary world; and (5) evaluation of major black writers and their works. Teaching strategies are arranged under performance objectives, all aimed toward bridging the identity gap among young black students and other Americans and toward opening new and exciting avenues for communication.

AA

Boston Public Schools, Mass. The Negro in United States History. A Resource Guide (Tentative) for Grades 7 and 8. Edward J. Winter, Secretary, Boston School Committee, 15 Beacon Street, Boston, Massachusetts. 1970. 160p. ED 046 800 Document Not Available from EDRS.

This resource guide has been developed by a curriculum team of Boston teachers and the staff of the Lincoln Filence Center at Tufts University to provide the social studies teacher with materials suitable for delineating the role of the Black man and the meaning of the Black experience in United States History. The Black experience is woven into the mainstream of American History and is presented within the traditionally organized chronological United States History curriculum throughout the school year. The curriculum provides for considerable student participation in the teaching-learning process and is concerned with both the cognitive and the affective domains of Black history. The units are divided into four parts: (1) Basic Observations: to provide the teacher with insights into the most important concepts and standard historical interpretation in each period from the pre-Revolutionary period to the present; (2) Documentary Material: to supplement school texts, and to include content questions and discussion questions to supplement standard lessons; (3) Related Learning Activities: a medium to be used to enrich the curriculum and increase student involvement; and (4) Suggested Readings: a research tool for independent study. This guide is provisional in nature.

AA

Boston Public Schools, Mass. The Negro in United States History. A Resource Guide (Tentative) for Senior High School. A supplement to the Curriculum Guide in United States History for Senior High Schools. 1969. 101p. ED 051 154 MF & HC

GRADES OR AGES: Senior high school (Grades 10-12). SUBJECT MATTER: The Negro in United States history. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has 12 units: 1) African Background; 2) Exploration; 3) The Revolution; 4) The Constitution; 5) Westward Expansion; 6) Slavery; 7) Lincoln and Slavery; 8) The Civil War; 9) Reconstruction; 10) Search for Dignity; 11) Negro in Labor; 12) Civil Rights. Each unit has the following sections: objectives, suggested resources, audio-visual material, and bibliography. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives listed at the beginning of each unit give the main ideas to be coveyed conceptually. Activities are designed to motivate further independent study on the part of the students. INSTRUCTIONAL MATERIALS: The suggested resources include readily available materials specifically oriented to individual unit areas. The audio-visual material and bibliography for each unit give a comprehensive selection of sources offering a wide range of related material. There is also a general bibliography of 67 items. STUDENT ASSESSMENT: No special provisions made for evaluation.

NA

Cathey, Wallace; And Others. Past and Contemporary Navajo Culture Go Hand in Hand. Curriculum Guide. Shiprock Independent School District Number 22, N. Mex. 1969. 34p. ED 034 638 MF & HC

A course in past, present, and future Navajo culture has been developed for Navajo secondary school students. The philosophy of the course is that the Indian, regardless of his acculturation level, has the right to treasure the customs, arts, and beliefs of his ethnic group and that these cultural values should be presented in a sequential and systematic educational manner in the classroom. Objectives of the course include development of (1) an appreciation of Navajo history, cultural beliefs, and customs; (2) an understanding of the Navajo language and its structure; and (3) an appreciation for cultural art as a means of communication. A course outline is presented with suggested learning activities and instructional materials. A bibliography and a list of filmstrips with ordering information are included.

NA

Dunn, Helen. Indians of Nevada: Volume 1. Nevada State Dept. of Education, Carson City. Federal Relations and Programs Branch. 1973. 24p. ED 100 603 MF & HC

As part of a continuing program designed to provide Nevada's school population with information that will facilitate greater awareness and understanding of both past and present Native Nevadan lifestyles and contributions, this generalized curriculum guide might constitute a social studies unit for the upper levels of elementary and/or junior high schools. Divided into three basic areas of study, predicated on time periods, this guide encompasses: (1) the Economy of the Great Basin in Prehistoric Times (The Indian--His Home and Family); (2) Historic Times (Reservations, Tribes, Location, and Jurisdiction); and (3) The Historic Indian. Each narrative is followed by a word study list. Also included is a Nevada map designating country boundaries and the historical territories of the Washoe, Northern Paiute, Southern Paiute, and Shoshone Indian tribes. Among the cultural concepts addressed are nomadic tendencies, family groups, extended families, food procurement and processing, children, marriage, practical education, respect for the aged, share parental responsibilities, and those historical developments which altered the Indian way of life. Examples of words found in the word study lists are aboriginal, primitive, nomadic, necessity, economy, survival, source, and bureau.

NA

Dunn, Helen. Indians of Nevada: Volume 2. Nevada State Dept. of Education, Carson City. Federal Relations and Programs Branch. 1973. 23p. ED 100 604 MF & HC

Designed to provide Nevada's school population with information that will facilitate awareness and understanding of past and present Native Nevadan lifestyles and contributions, this generalized curriculum guide might constitute a social studies unit for upper elementary and/or junior high schools. Emphasis is on the cultural-historical influence of Nevada land and climate and plant, animal, and bird life. The narrative is supplemented by pictures (sketches of plants, food preparation, and food harvest); a word study list (40 words); a physiographic map of the United States; and a Nevada map, delineating county boundaries and the historical territories of the Washoe, Northern and Southern Paiute, and Shoshonean Indian tribes. Basic concepts include geographical influence on lifestyle; semi-nomadic and semi-sedentary cultures; food gathering and food preparation; medicinal use of plants; staple foods; the necessary ethic of "waste not"; and the implements and means of animal food procurement. The word study list includes such terms as metate, staple, mahogany, spawn, migratory, pits, atlati, terrain, nomadic, prehistoric, pinon, and intense.

NA

Dunn, Helen. Indians of Nevada: Volume 3. Nevada State Dept. of Education, Carson City. Federal Relations and Programs Branch. 1973. 14p. ED 100 607 MF & HC

As part of a continuing program designed to provide Nevada's school population with information that will facilitate greater awareness and understanding of both past and present Native Nevadan lifestyles and contributions, this generalized curriculum guide might constitute a social studies unit on religion for upper elementary and/or junior high schools. Subject areas covered are: (1) Early Religion of Desert Culture Indians (focus on the Shaman and the nature of good and evil); (2) The Ghost Dance Religion (a response to the intrusion and the physical and cultural destruction brought about by the white man with the discovery of gold and silver in 1848 and 1857); and (3) The Peyote Religion (development of a Narcotic based Christian/pagan religion identified as..."a strong defense of Indian culture and identity and an avenue between Indian and White cultures'). Accompanying the narrative are a word study list (40 words) and a Nevada map, delineating county boundaries and the historical territories of the Washoe, Northern and Southern Paiute, and Shoshonean Indian tribes. The word study list includes such words as moral, supernatural, ceremony, manipulate, impact, interpret, narcotic, and reliable.

NA

Dunn, Helen. Indians of Nevada: Volume 5. Nevada State Dept. of Education, Carson City. Federal Relations and Programs Branch. 1973. 20p. ED 100 607 MD & HC

As part of a continuing program designed to provide Nevada's school population with information that will facilitate greater awareness and understanding of past and present Native Nevadan lifestyles and contributions, this generalized curriculum guide might constitute a social studies unit for upper elementary and/or junior high schools. Areas covered are: (1) The Political and Family Life (assumed to have been one and the same thing among prehistoric Desert Culture Indians); (2) Ceremonial and Religious Life (group and individual needs were met via ceremonies held for religious purposes and those held for "pure fun") (3) Pleasure (gossiping, playing group games, feasting, and dancing); (4) Social Orientation (minimal communication between different prehistoric tribes but maximum communication and strict conformity within a given tribe); (5) Basketry (history and purpose of basket weaving, including an anecdotal biography of Dat-So-La-Lee, a famous Washoe woman who lived from 1828-1925). This biographical section constitutes the major portion of the guide, tracing Dat-So-La-Lee's career from her early devotion to religious ceremonial baskets to those later woven for economic survival at the request and specifications of the white man.

NA

Dunn, Helen. Indians of Nevada: Volume 6. Nevada State Dept. of Education, Carson City. Federal Relations and Programs Branch. 1973. 19p. ED 100 608 MF & HC

As part of a continuing program designed to provide Nevada's school population with information that will facilitate greater awareness and understanding of past and present lifestyles and contributions of Native Nevadans, this curriculum guide might consititute a social studies unit on the history of Indian education for upper elementary and/or junior schools. Areas covered are: (1) Primitive Times (emphasis on necessity for practical education, differences in education of males and females, and the role of elders as teachers); (2) Classroom Traits and Possible Causes (a list of traits and possible causes is given; for example, "a feeling or resentment, suspicion, and sometimes hatred" is correlated with early unfortunate contact with the white culture); (3) Important Facts of the Indian Pupic (this list touches on health education, home visitation, attitude changes, etc.); and (4) Important Phases in the Education Story (development of Indian education in Nevada is traced from the early "Ranch Schools" through "Day Schools" to the public school program instigated in 1934). Also included in this guide are a word study list (120 words) and a Nevada map (county boundaries and the historical territories of the Washoe, Paiute, and Shoshone Indian tribes).

NA

Dunn, Helen. Indians of Nevada: Volume 7. Nevada State Dept. of Education, Carson City. Federal Relations and Programs Branch. 1973. 15p. ED 100 609 MF & HC

As part of a continuing program designed to provide Nevada's school population with information that will facilitate greater awareness and understanding of past and present Native Nevadan lifestyles and contributions, this curriculum guide might constitute a social studies unit for upper elementary and/or junior high schools. This guide deals with famous Indians of Nevada. It presents: (1) biographical sketches of Captain Truckee (a Northern Paiute and claimed father of Chief Winnemucca, who fought against the Mexicans in California with John C. Fremont); (2) Chief Winemucca (a Northern Paiute who made many efforts to prevent open conflict with the white man and who was respected by Indians and whites alike); (3) Sarah Winnemucca (daughter of Chief Winnemucca and an educated woman who wrote "Life Among the Paiutes", published in 1883, and gave public lectures on the "outrageous" treatment of Nevada Indians by the Federal Government); and (4) Wovoka (a religious Paiute who urged his people to follow the ways of peace via the Ghost Dance). Other Indian notables mentioned in this guide include Numaga, Johnson Sides, Helen Joaquin, and Natchez. A Nevada map delineating county boundaries and the historical territories of the Washoe, Paiute, and Shoshone tribes is also included.

AA

Evanston Township High School, Ill. Course Guide for Afro-American Literature. 1969. 33p. ED 045 637 MF & HC

This guide is designed for a one-semester elective course in Afro-American literature for high school juniors and seniors. The approach to the literature is generally by genre. After a statement of philosophy, the guide lists cognitive, affective, and psychomotor objectives for the courses; suggests teaching-learning activities concerning readings, class discussions, written or oral presentations, and examinations; gives techniques for assessing students' progress; and outlines available learning resources (print, non-print, and resource persons). An annotated bibliography on Afro-American literature is also provided for the teacher. Appendices include an annotated list of literature by and about Negroes, a list of books to make up a classroom library for the course, and a list of social studies books to aid in teaching Afro-American history.

MA

Flynn, John. La Raza; A Guide to the Heritage of Mexican Americans. 1969. 40p. ED 035 485 MF & HC

Designed primarily for use with eleventh and twelfth-grade students, this course outline is intended to guide teachers and students in planning a course in Mexican American history and culture. The guide begins with the early history of Mexico and concludes with a contemporary history of Mexican Americans in the southwestern United States. Each page of the document is divided into three sections: (1) a histroic outline, (2) suggested inquires and activities to be used by the teacher in stimulating student discussion and research, and (3) related reference materials such as books, maps, and filmstrips. A bibliography containing recommended books, audiovisual materials, and teachers' reference materials is appended.

AA

Framingham Public Schools, Mass. The Black Man in American Society
1968. 72p. ED 065 498 MF & HC

GRADE OR AGES: Junior high school. SUBJECT MATTER: The black man in American society. ORGANIZATION AND PHYSICAL APPEARANCE: There are four major parts each with an overview. The four parts concern a) the African heritage of the black man, b) the American exploitation of the black man, c) the black man's contribution to American society, d) the black man's dilemma in the white man's world. Each part has sections with overviews and a list of behavioral objectives (student oriented activities). Each behavioral objective has references, suggested procedures, and other aids. A bibliography, two pretests, and readings from related materials are included. The guide is mimeographed with a metallic binder and soft cover. OBJECTIVES AND ACTIVITIES: Objectives are stated in each section in terms of observable student behavior or an observable product of student behavior. Specific activities are listed. INSTRUCTIONAL MATERIALS: Books, magazines, newspapers, records, and filmstrips are listed in the bibliography. STUDENT ASSESSMENT: No provision is made for evaluation.

MC

Gray, Desmond P.; And Others. Minority Groups in America, English: 5112.47. Dade County Public Schools, Miami, Fla. 1971. 29p. ED 068 975 MF & HC

This course outline proposes that an examination of the heritage and contributions of ethnic and minority groups will help students better understand American culture. It also suggests that investigations into historical immigrations, geographic settlements, literature, fine arts, and music will reduce prejudice and discrimination. The subject matter of the course includes study of definitions of minority and ethnic groups, minority stereotypes, the historical backgrounds and characteristics of American minority groups, minority group contributions to American culture, characteristics separating minorities from dominant social majorities, contemporary status of minority and ethnic groups, and the progress of and restraints upon minorities today. Numerous suggested teaching strategies to fulfill the course objectives are proposed, and a bibliography of student and teacher resources is included.

MC

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services. Hawaii's Immigrants. Social Studies. Secondary Education. 1971. 64p. ED 053 999 MF & HC

The purpose of this packet is to assist teachers as they individualize instruction to meet the needs, interests, and abilities of seventh grade students. The activities in this unit are mostly inquiry and social science oriented. There are three major ideas behind the packet: 1) The first generation immigrants closely observed the customs of the country in which they grew up; 2) The first generation faced many difficulties in adjusting to the new environment; and, 3) As the immigrants became Americanized and as second and third generation grew up in Hawaii, many old customs began to disappear. Each lesson in the packet contains one of the major ideas, behavioral objectives, instructions, and learning activities. The remainder of the packet consists of student readings about Hawaii's immigrants.

NA

Holthaus, Gary H. Teaching Eskimo Culture to Eskimo Students: A Special Program for Secondary Schools in Bristol Bay. 1968. 215p.
ED 032 173 MF

Eskimo youth in Bristol Bay, Alaska, caught between the clash of native and white cultures, have difficulty identifying with white culture. The curriculum in Indian schools in the area, geared primarily to white middle-class standards, is not relevant to the students. Textbooks and standardized tests, based on experiences common to a white culture, hold little meaning for Eskimo students. Teachers unfamiliar with Eskimo traditions and culture are unable to understand or communicate with the native people. Since the existing curriculum in Bristol Bay schools ignores the students' cultural background, the author considers the creation of a unified multi-semester social studies curriculum about the native heritage as a method of dealing with students' problems. This paper, as a first step in creating such a curriculum, can serve as source material for information about the Bristol Bay area, and is directed toward the development of a one semester secondary level course in native history and culture. A major portion of the paper consists of material about the history, geography, anthropology, archaeology, language (Eskimo and Aleut), and folklore of the area. The concluding chapters contain a suggested course outline, sample lesson plans, and a list of native resource persons.

MC

Kansas State Department of Education, Topeka. Guidelines for Integrating Minority Group Studies into the Curriculum of Kansas Schools. 1969. 50p.
ED 050 107 MF & HC

This four-part guide outlines suggestions for the integration of minority studies into the curriculum of Kansas schools. Part 1, a discussion of how materials by and about minorities failed to be included in past curriculums, is presented with a plea for their inclusion in the future. Guidelines for incorporating minority studies into existing programs (by means of directed free discussions of pertinent topics), for library acquisition of materials on minorities, and for teachers' inservice study in this area are provided. In part 2, Joseph P. Doherty of the Kansas Commission on Civil Rights discusses institutional racism in American society. Part 3, a partially annotated bibliography, is designed for use in selecting a basic collection on minority studies. Subsections contain lists of recent books, curriculum guides, bibliographies, periodicals, and audiovisual aids. Part 4, contains criteria for and a bibliography on selection and evaluation of textbooks.

MA

Kennedy, Dora F. Mexican American. An Appendix to "A Curriculum Guide in Spanish (Levels III-V)". Prince George's County Board of Education, Upper Marlboro, Md. 1971. 91p. ED 096 834 MF & HC

This teaching and resource unit on Mexican Americans is specifically designed for advanced Spanish students. Though it is presented mostly in English, it is to be implemented for the most part in Spanish, according to the methodology set forth in "A Curriculum Guide in Spanish (Levels III-V)." The main purpose of the unit is to increase student understanding of the needs of minority groups so that future voting citizens of the majority culture will be more disposed to change. The unit is divided into the following sections: (1) a statement on background and objectives: (2) a list of suggested books and other materials for use with the unit; (3) a discussion of methodology and content, emphasizing the process of student-centered teaching: (4) suggested types of unit tests, a sample test, and an attitudinal survey. Supplementary information for the unit consists of a Chicano glossary, a chronological outline of Mexican history, and a listing of members of the Chicano Press Association. Sources of information and materials on Mexican Americans are listed, and an annotated bibliography concludes the unit.

MC

Maryland State Department of Education, Baltimore Division of Instruction; Maryland State Department of Education, Baltimore Division of Compensatory, Urban, and Supplementary Programs. New Perspectives in Intergroup Education. Volume II. 1975. 396p. SP 009 699; ED to be announced in April RIE MF & HC

GRADES OR AGES: Junior High through High School. SUBJECT MATTER: Intergroup Education. ORGANIZATION AND PHYSICAL APPEARANCE: Sections one and two provide the background for classroom implementation of intergroup education and include a statement of beliefs, the state position on intergroup education, delineation of practical implementation, and a listing of required supportive services for this program. Sections three through five are intended for the guidance of the classroom teacher and include the overall guide objectives for the teacher and the student, the recurring themes in intergroup education, and an explanation of how the objectives and themes can be implemented. Sections six and seven contain the teaching units for junior high through high school, additional learning activities, and selected bibliographies for the instructional levels. Section eight is a selected bibliography for teacher reference. OBJECTIVES AND ACTIVITIES: Each teaching unit includes learning objectives and activities. INSTRUCTIONAL MATERIALS: Each teaching unit has a list of materials and resources. ASSESSMENT: Assessment tasks are listed for each instructional objective. OPTIONS: Additional support activities are included for sections six and seven.

NA

Minnesota University (University of Minnesota), Minneapolis. Project Social Studies Curriculum Center. Families Around the World. The Hopi Family. Teacher's Resource Unit. Office of Education (DHEW), Washington, D.C. 1968. 108p. ED 052 080 MF & HC

This teaching guide outlines one of four units prepared for grade 1 on the theme families Around the World. Background information on the Hopi Indians of northeastern Arizona is given covering geographic site, Hopi cultural environment, ecology, social structure of the family, behavioral concepts, changes in Hopi life, and a typical day description. Concepts, generalizations, skills, and attitudes to be developed are defined in an outline of objectives. Content is divided into 56 teaching strategies and some evaluative activities are also presented in the usual series format. Instructional media to be used are listed. Pupil materials are included in appendices, such as information summaries on Hopi symobols and calendar, art and crafts projects, stories of family and cultural environment, and maps.

MC

National Education Association, Washington, D.C. Ethnic Heritage Projects. Roots of America; A Multiethnic Curriculum Resource Guide for 7th, 8th, and 9th Grade Social Studies Teachers. 1975. 189p. SP 009 709; ED to be announced in April RIE MF; HC available from Publications Division, National Education Association, 1201 Sixteenth Street, N.W. Washington, D.C.

GRADES OR AGES: Junior High School. SUBJECT MATTER: Multicultural Education. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is divided into three parts. Part one provides the purpose and goals of ethnic studies and explains how to use the guide. Part two contains eight units for the study of ethnic experiences. These include (1) Native American, (2) Mexican American (3) Black American, (4) Jewish American, (5) Italian American, (6) Polish Ameircan, (7) Japanese American, and (8) Puerto Rican. All but one of the units begins with an introduction, after which inquiry topics are presented. Inquiry topics contain learning concepts (objectives), questions for exploration, and activities and projects. A bibliography of resources completes each ethnic experience unit. Part three contain three appendixes, the first of which is a paper entitled "Ethnicity and Education: Cultural Homogeneity and Ethnic Conflict." The second appendix is an analysis of a NEA/NJEA Ethnic Studies Programming Survey, and the third contains abstracts of projects funded by the Ethnic Heritage Studies Program, Title IX ESEA. OBJECTIVES AND ACTIVITIES: Learning concepts and activities are listed for each inquiry topic. INSTRUCTIONAL MATERIALS: Instructional materials are listed for each ethnic experience unit. STUDENT ASSESSMENT: No provision indicated. OPTIONS: None listed.

NA

Reisland, Jack. Alaska Natives Course of Study. 1975. 8p. ED 108 804 Not available separately, see ED 108 802, 62P. MF & HC

For a long time it was felt that the Tanana Native high school student needed a course of study in "cross-cultural" education emphasizing the Athabascan culture. Therefore, a course of study was developed to aid teachers of Athabascan high school students. The course was primarily to: (1) develop an awareness and appreciation of the student's cultural heritage; (2) develop an inherent sense of pride in the Native pupil; and (3) strengthen the student's identity with the unique aspects of his history and traditions which are rapidly disappearing from the rural Alaska scene. This paper presents the procedures used--work study groups, independent study, discussion groups, teacher lecture, audio-visual aids, pupil visitations, and guest speakers; general purpose; desired pupil skill development; course outline; and mini-courses attached to the core program. A partial list of materials used in Alaska Natives studies is included.

MC

San Mateo Union High School District, Calif. Multicultural Curriculum Materials: A Resource for Teachers. Phase I: English and Social Studies. 1972. 342p. ED 081 871 MF & HC

In the Summer of 1972, the San Mateo Union High School District's Human Relations Department sponsored a Multicultural Curriculum Workshop. The minimal goal was to create curriculum strategies leading to students' recognition and understnading of their attitudes, whether racist or not, and the consequences of such attitudes. A more ambitions goal was to promote necessary attitudinal changes: this is a continuing goal. The intent of the Social Science and English teachers engaged in the development and use of multicultural curriculum materials is to "tell it like it is" concerning the experiences of racial minorities. The goal is to help young people who are the students understand how one aspect of their social world operates and how in American society certain attitudes, actions and institutional structures have subordinated particular persons or groups because of their color. Perhaps of equal importance is the necessity of helping students become aware that the suborination of colored peoples came into being mainly because of the benefits provided to those who did the subordinating and that racism in its many facets persists mainly because it still yields significant psychological, economic, and political advantaged to millions of white Americans--and even to a few non-whites. The curriculum is developed along two vectors: (1) exploration of the causal relationships in inter-group problems; and (2) exploration of selected aspects of American history and culture in terms of minority subcultures.

AA

Simon, Eugene E. American Literature. San Diego City Schools, Calif. 1968. 41p. ED 043 635 MF & HC

This curriculum guide for grade 11 was written to provide direction for teachers in helping students understand how Negro literature reflects its historical background, in integrating Black literature into the English curriculum, in teaching students literary structure, and in comparing and contrasting Negro themes with other themes in American literature. Brief outlines are provided for four literary periods: (1) the cry for freedom (1619-1865), (2) the period of controversy and search for identity (1865-1915), (3) the Negro Renaissance (1915-1940), and (4) the struggle for equality (1915-1968). The section covering the Negro Renaissance provides a discussion of the contributions made during that period in the fields of the short story, the essay, the novel, poetry, drama, biography, and autobiography. A selected bibliography of Negro literature includes works in all these genres as well as works on American Negro music.

MC

South Dakota State Department of Public Instruction, Pierre. Pockets of Poverty. Social Studies Guide, Unit IV, Year 8. 22p. ED 054 105 MF & HC

GRADES OR AGES: Grade 8. SUBJECT MATTER: Social studies: pockets of poverty. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory material includes an overview of the unit and an explanation of how it is incorporated in the K-12 social studies program. The main content is presented in four columns of content, teacher directions, learning actiivities, and resources. There is a short section of evaluation and a bibliography. The guide is mimeographed and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: The overall objectives are listed in the introductory material. Student activities are detailed in the main text. INSTRUCTIONAL MATERIALS: Films and filmstrips are listed in the main text. A biblography lists books, pamphlets, and general reference materials. STUDENT ASSESSMENT: Criteria are given for student self-evaluation, teacher evaluation of students, and teacher self-evaluation.

AA

Syracuse City School District, N.Y. Independent History Studies. Minority Groups: The Negro. 57p. ED 068 467 MF & HC

GRADES OR AGES: Grade 12. SUBJECT MATTER: History. ORGANIZATION AND PHYSICAL APPEARANCE: This guide is an aid to an independent history study with no formal class periods. Individual teacher guidance is provided. This study of Negro history is divided into three areas: local, state, and national. Local study covers 12 specific topics, state study covers 8 topics, and national covers 13. Each topic offers possible items for research. Further information is presented concerning bibliographic suggestions and general references. The studies include general orientation for all participants, selection of topics and instruction on research techniques, teacher guidance during research, report of individual progress, preparation of final research report, and presentation of report. Bibliographies for each study are included. This guide is lithographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: No provision is made for objectives in this guide; this is covered during orientation by faculty. Activities are listed under each topic. INSTRUCTIONAL MATERIALS: Books, newspapers, historical materials, maps, census reports, and city directories are presented in the bibliography for student use. STUDENT ASSESSMENT: No provision is made in this guide.

COLLEGE

NA

Forbes, Jack D.; And Others. Handbook of Native American Studies and Chronology of Native American History. California Univ., Davis. Tecumseh Center. 1970. 236p. ED 055 716 MF & HC

Intended as "a practical guide to the development of Native American Studies programs, Native American Studies courses, and Indian-oriented higher education programs," this handbook places emphasis upon materials actually utilized in the development of Native American Studies at the University of California, Davis, and in the creation of Deganawidah-Quetzalcoatl University. Chapter headings are "Native American Studies and Ethnic Studies;" "Autonomy or Integration: Structural Arrangements for Native American Studies Programs;" "Materials Utilized in the Development of Native American Studies at the University of California, Davis;" "Selections from the Brief Proposal for Deganawidah-Quetzalcoatl University; "Thoughts on the Development of Programs at Deganawidah-Quetzalcoatl University;" and "Sample Courses and Course Outlines." Also included is a 111-page chronology of Native American history (with emphasis on the U.S.) from 100,000 B.P. (Before the Present) to April 1971. Although it is noted that the chronology represents only a beginning in the vast effort to record the facts of Native American development, it is hoped that the chronology will be useful to instructors in Indian history and that it will serve as a beginning point for a more complete chronology.

GENERAL

MA

Benitendi, Wilma Lee; And Others. A Handbook for Teachers of Migrant Children in Wyoming, 1967. Wyoming University, Laramie. Coll. of Education. 1979. 113p. ED 016 540 MF & HC

A survey made during the summer of 1967 showed that almost one thousand school-age migrant children were in the State of Wyoming for 6 to 8 weeks during the sugar beet season. This handbook, prepared for the use of those teachers and administrators who work in summer school programs. is divided into five chapters. Chapters 1 and 2 deal with the background of Mexican American migrants and give suggestions for working with both migrant pupils and parents. The 3rd chapter presents in detail the administration and organization of a summer school program for the migrant children. The 4th and 5th chapters include guidelines for teachers of migrant children and a basic curriculum to be used in the migrant summer schools. A selected bibliography for teaching the educationally disadvantaged is included.

NA

Bland, Laurel L., (Comp). The Northern Eskimos of Alaska. A Source Book. Alaska State Dept. of Education, Juneau. 1972. 86p. ED 075 144 MF & HC

Prepared as a resource for Alaskan educators, this book is designed for any grade level or learning setting. It provides the basis for teachers to develop their own appropriate units. Sections encompass: (1) an introduction to the interdisciplinary framework of this source book; (2) a background about the Eskimos of the work, the cultural divisions of Alaska, and the distinction between Eskimos and Aleuts: (3) a presentation of the natural environment of the Northern Eskimos of Alaska; (4) a description of Northern

Eskimo culture emphasizing the history, the cultural and sub-cultural divisions, and the diversities within the total culture; (5) a presentation of the Eskimo life style in the Bering Sea area; (6) the details of the shared culture of Northern Alaskan Eskimos emphasizing sub-cultural differences between the people of the Bering Sea and St. Lawrence Island areas; (7) a presentation of the distinct and unique qualities of sub-cultural adaptations made by the St. Lawrence Island Eskimos; (8) a presentation of the conditions and events of Northern Alaska Eskimos from 1890 to the present; (9) a condensation of the book "People of Kauwerak"; and (10) an annotated time line regarding Alaskan Eskimos. Films suggested for classroom use and bibliographies for teacher reference are listed in the appendix.

MC

Caddo Parish School Board, Shreveport, La. Multi-Ethnic Contributions to American History. A Supplementary Booklet Grades 4-12. 56p.
SP 009 718; ED to be announced in April RIE

This booklet is designed as a teacher guide for supplementary use in the regular social studies program. It lists names and contributions of Americans from all ethnic groups to the development of the United States. Seven units usable at three levels (upper elementary, junior high, and high school) have been developed, with the material arranged in outline form. These seven units are (1) Exploration and Colonization; (2) The Revolutionary Period and its Aftermath; (3) Sectionalism, Civil War, and Reconstruction; (4) The United States Becomes a World Power; (5) World War I--World War II; (6) Challenges of a Transitional Era; and (7) America's Involvement in Cultural Affairs. Bibliographical references are included at the end of each unit, and other source materials are recommended.

MC

Davis, Charlotte D., ed.; Stickney, Edith P., ed. The Emerging Minorities in America: A Resource Guide for Teachers. Santa Barbara County Schools, Calif. Available from American Bibliographical Center--Clio Press, Riviera Campus, 2040 A.P.S., Santa Barbara, California 93103. 1972. 256p.
ED 091 458 Document Not Available from EDRS.

This book has been prepared as a specific reference and resource guide for teachers, and is designed to provide assistance in curriculum development through incorporation into the curriculum of the cultural and historical contributions of minority groups. In general, the criteria used for selection of entries for the book required that: (1) the contribution or achievement must have directly affected the state or national population in regard to its history or culture and (2) the contribution or achievement (a) must have been significant to a particular ethnic group, (b) must have furthered the cause of the minority group, and (c) must have been made or gained in spite of various obstacles. The teachers' guide is divided into five parts. The first four parts contain biographical data for selected members of each of the following minority groups: Afro-Americans, Asian Americans, Indian Americans, and Mexican Americans. Each part consists of four sections: (1) Historical Perspective (An overview of the minority group in relation to the majority group within the American Culture); (2) Biographical Summaries (Specific information regarding name, birthdate, education and a brief statement of significance followed by a biographical sketch. Each entry is keyed in the upper right hand corner of the narrative to provide the teacher with the source of information); (3) Bibliography of Sources Used; and, (4) Other References.

MC

Earhart, Connie Multi-Ethnic Approaches to Teaching. 1975. 20p.
SP 009 681; ED to be announced in April RIE MF & HC

This document is a compilation of activities for a multiethnic approach atmosphere in the classroom. Next are suggestions for the learning environment. One of the suggestions is to display items as a source of stimulation for conversation and writing, such as photo-of-the-week, quote-of-the-week, or a bulletin board of poems by American poets of various ethnic backgrounds. Examples of these are included. A list of simulations and games and their sources is then presented. Five activities are then described along with the purpose for the activity and teaching hints. For example, the purpose of one of the activities is to help the student appreciate music as a form of communication which reflects people's feelings and generates concerns of the times. The activity involves listening to various types of music on a particular theme and analyzing the content. Lists of sources of free and inexpensive materials, journals and newspapers that can be obtained, and do's and don'ts for teachers in multicultural settings are then listed. An article on identifying racism in school books completes this document.

NA

Hinckley, Kay, (Comp.); Holzmueller, Diana, (Comp.) It Works for Us A Resource List of Teaching Ideas and Materials on Athabascan Culture. Alaska Univ., Fairbanks. Center for Northern Educational Research. 1975. 62p. ED 108 802 MF & HC

The Alaska Educational Program for Intercultural Communication (AEPIC) brought together teachers to share their practical methods of incorporating community-oriented, multicultural components into their daily teaching schedule. Designed as regional in nature to allow for a sharper focus on the area's Athabascan culture, the workshop was attended by 15 teachers from independent school districts, Bureau of Indian Affairs Schools, and Alaska State Operated Schools. These teachers represented both elementary and secondary levels, various discipline areas (science, social studies, language arts), and new and seasoned teachers who were actually doing multicultural and community-oriented things as part of their regular, everyday curriculum. This report presents: (1) 12 papers presented by the participants; (2) ideas and strategies brought out in conversation and summarized for easier reading; and (3) a listing of materials such as teacher and student references, Canadian materials, films, kits, newspapers, records, video tapes, funding sources, and Cross-Cultural Educational Development Program (X-CED) materials. Among the papers are: "Writing Social Studies Curricula on Native Cultures"; "Alaska Natives Course of Study"; "Comparative Athapascan Culture"; "Science in Rural Schools"; "Summer Camp"; and "Culturally Relvant Learning Situations for Athabascan Children".

MC

Mack, Louise; Flowers, Hazel. Providing K-12 Multi-Cultural Curricular Experience. Revised Edition. Ohio State Dept. of Education, Columbus. Office of Equal Educational Opportunity. 1974. 75p. ED 099 447 MF & HC

This curriculum guide seeks to provide teachers with a brief account of four minority groups in the United States: Afro-American, American Indians, Mexican-Americans, and Puerto Ricans. Because Afro-Americans constitute the largest minority group, they are dealt with more extensively than the other three groups. This curriculum guide is designed to be used by teachers in all subject areas in grades Kindergarten through 12, as they incorporate minority history and culture into the total curriculum. Teachers should not be limited by the information and sources in this publication; due to space limitations, the guide is a highlighting of events rather than a comprehensive history. There are three ways to locate information; by subject matter, by date, and by means of the alphabetical index. To speed the location of material pertaining to Ohioans and Ohio history, a color screen has been applied to this material. This curriculum guide lends itself to a variety of teaching methods. Two of these are: (1) "Present-to-past." This method capitalizes on students' awareness of current events. What is happening today is studied and discussed in relation to former events. (2) Related Events. Since no event occurs in a vacuum, teachers of various subjects can relate their discussion of inventions, scientific discoveries, artistic triumphs, great newspaper editors, to other happenings of the time period being discussed.

MC

Mankato State College, Minnesota. A Model Program in Multi-Ethnic Heritage Studies. 29p. SP 009 705; ED to be announced in April RIE MF & HC

This curriculum guide contains a preface and an introduction for each level of learning plus three parts. The preface and introduction made a case for reversing the trend in American schools of teaching children to be well-assimilated Americans. They state, rather, that children should be encouraged to know and be proud to their ethnic heritage as well as the ethnic background of others. Primary level units include a lesson on "I'm Special" and "Differences Equal You and Me." The child learns to value his/her own specialness and to understand the things he/she has in common with other children in addition to their difference. General objectives (or rationale) and specific procedures, including suggested songs, exercises, and poems, are included. The intermediate level units focus on specific ethnic groups such as German, Jewish, Black, Mexican-American, and others. These units are more sophisticated than those in the first group, and include maps, bibliographies for students and teachers, and imaginative exercises, one of which, for example, involves children in constucting a hypothetical community. The third part is for secondary schools. The model units are designed to be useful in a number of classes besides social studies. Some of the units that are presented are Asian-American culture, minority literature, folk dances, and European influences on architecture. A list of film topics for philosophical discussion, ideas for role playing, and recipes are included.

AA

McKinney, John A. Black History and Culture. Dade County Public Schools, Miami, Fla. 1971. 28p. ED 061 406 MF & HC

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of Miami schools. The major intent is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a prescribed course of study. The guide is divided into: (1) a broad goals section, which provides descriptive and goal-oriented information for the teacher; (2) a content outline, which illustrates, in general terms, the scope and major subdivisions of the course; (3) objectives and learning activities, which provide a total picture of the main idea and specific behavioral objectives for a set of given learning activities; and, (4) materials section, which presents guide lists resources in four categories: essential textural or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and, supplementary student resources.

MC

Santa Clara County Office of Education, San Jose, Calif. Contributions of Black Americans, Indian Americans, Mexican Americans and Asian Americans to American History. 1970. 122p. ED 046 819 MF; HC Available from Publications Department, Santa Clara County Office of Education, 45 Santa Teresa Street, San Jose, California 95110.

The teacher resource guide for grades K through 12 was developed by a multiethnic committee of educators to comply with the California Education Code. "Instruction in the social sciences shall include the early history of California and a study of the role and contributions of American Negroes, American Indians, Mexicans, and other ethnic groups to the economic, political, social and cultural development of California and the United States." The main concept for each unit is identified at the top of each page and further developed in a content column. In addition, the learning activities are identified along with suggested resources. Extensive bibliographies include such things as: books, audiovisual materials, journal articles, pamphlets, picture books, other resource guides, curriculum bulletins, unpublished manuscripts, reports, and human resources. However, those who wish to use this guide should select, expand, or enrich the material to meet the unique local needs of teachers and students.

AA

Yonkers City School District, N.Y. Curriculum Guide for Afro-American Literature. 1970. 148p. ED 045 636 MF & HC

Presenting a cultural overview of the Black man's contributions to the American heritage, this syllabus encompasses six objectives: (1) to expose students of all backgrounds to the aesthetically satisfying literature of the Black writer; (2) to demonstrate Black contributions to culture in literature, music, and art; (3) to recognize and respect the uniqueness of the Black experience in white America: (4) to guide the white student toward an appreciative understanding of the attitudes and philosophies of Black artists; (5) to develop in Black students a sense of "Self" and pride in their own heritage; and (6) to provide an atmosphere in which students of diverse backgrounds can exchange ideas, react to literature and art, and respect each other's differences and similarities. Units for two different course approaches--chronological and regional--are outlined, with each unit including objectives, suggested materials (literature, art, music, films, and filmstrips), recommended approaches and teaching strategies, and a sample lesson plan. Included are an extensive bibliography; a discography of spoken records and music; lists of films, filmstrips, and Black periodicals; and an appendix containing attitudinal and factual surveys, art notes, and a list of resource centers.

PROGRAM MATERIALS

TEACHER EDUCATION

MC

Arizona University, Tucson. The Cultural Literacy Laboratory: Multicultural Teacher Education. 1973. 58p. ED 087 698 MF & HC

The goal of the Cultural Literacy Laboratory is to provide educators with crosscultural adaptive skills needed to acclimate to different cultures and to reduce the effect of culture shock. These skills are of particular importance to teachers working in bilingual and multicultural classrooms. A culturally literate educator is one who is aware of his ethnicity and who possesses the skills of crosscultural communication. Based on social scientific theory, the Laboratory incorporates and reinforces the participant's previous social science concepts and methodology. It also allows him to practice new skills and techniques in a variety of experience-based activities. Instruments that are used in the laboratory are Rokeach Scale E and the Cultural Literacy Inventory (copies of which are included as an appendix).

MC

Baty, Roger M. Inservice Training of Teachers for Cultural Awareness: A Field Experiment. Paper presented at the meeting of the Society for Applied Anthropology and the Council on Anthropology and Education, Montreal, P.Q., Canada, April 8, 1972. 14p. ED 063 426 MF & HC

This paper reports an attempt at re-education for mono-cultural teachers conducted in the Palo Alto-San Jose area of Northern California in 1968-69. The program ultimately involved three elementary school districts and provided cultural awareness education for more than 90 teachers. In addition there were a number of administrators, special services personnel, as well as school board members who received the training. Potential participants were contacted during the summer. Using the information contained on the application form, the 113 responding teachers were matched according to years of teaching experience, previous contact with disadvantaged children and school district. They were then randomly allocated to two courses, one which was to begin in September and the other in January. With few exceptions, the teachers were willing to take the course at the time determined. The program itself consisted of ten three-hour evening sessions held at a local school. Each session had three parts: lecture, question-and-answer period and the discussion groups. The research design employed was a pretest-posttest control group design with replication. The winter group served as a control for the autumn group. The second training program also provided the opportunity for replication.

MC

Buck, Benjamin. The Introductory Urban Education Program. Mankato State Coll., Minn. School of Education. 1971. 28p. ED 065 480 MF & HC

Mankato State College's Introductory Urban Education Program provides students with an inter-cultural, interdisciplinary, and inter-institutional educational program. The main emphasis of this program is on the clinical experiences at the Willard Elementary School, Minneapolis, Minnesota. Each college student is assigned to a classroom teacher. During the time they are in school, the students work with children in small groups or on an individual basis. The primary function is to help develop skills such as reading and mathematics. They also aid in other curricular areas, and occasionally they help their supervising teacher prepare and present lessons. One of the program requirements is that students must spend 8 hours per week working with social agencies and community projects. Students are also required to enroll in psychology, sociology, political science, human growth and development, and educational methods. The program is being subjectively evaluated by the students, professors, classroom teachers and community resources personnel. Initial student reactions indicate initial culture shock, followed by self-examination. Students indicated a strengthened interest in teaching careers following the program. Appendixes are included.

MC

Dawson, Martha E. Community Based Multicultural Teacher Education in Comparative Perspective. Teacher Education Forum Series. Vol. 2, No. 5. Indiana University, Bloomington. School of Education. 1973. 23p. ED 099 315 MF & HC

This paper is divided into two parts: the first is a description of the community-based multicultural teacher education program at Indiana University, and the second is a proposal for community-based teacher training programs in Africa. The first section discusses the means and objectives of the community-based multicultural teacher education program and lists the courses with brief descriptions. The courses are designed so that students have three levels of sensitizing experiences: exploratory, developmental, and intensive. The second part of the paper outlines a model for community-based multicultural teacher education in foreign countries, particularly African countries. Three models of team teaching are presented, utilizing African teachers and expatriates. Resources for education in Africa are identified, including sources for teachers, programs, and funds. The paper closes with a brief discussion of programs for Africans studying in American universities and programs of African studies for Afro-Americans.

MC

Hadfield, Donald L. Ethnic or Cultural Differences: A Suggested Approach to In-Service Training for Classroom Teachers. Minnesota State Dept. of Education, St. Paul. Equal Educational Opportunities Section. 1971. 37p. ED 058 175 MF & HC

This model inservice program is designed for classroom teachers who wish to broaden their knowledge about children from ethnic and minority groups. The plan requires approximately 14 hours of participation: a 1 or 2 hour planning session, an intensive training session for group leaders, recorders, etc., and four 3 hour meetings, preferably one each week for four consecutive weeks. The packet consists of nine parts: 1) objectives and concepts, 2) suggestions for general planning with teachers, 3) suggestions for training group leaders and recorders, 4) session 1-intra-personal understanding and inter-personal relation, 5) session 2-the dynamics of cultural systems, 6) session 3--Do differences really exist?, 7) session 4--"Black Culture" or "Indians in Minnesota", 8) session 5--participant panel and, 9) evaluation forms. There is also a 72-item bibliography, a list of Indian organizations and services, a list of audiovisual resources, and a list of distributors of recommended films.

MC

Hubble, Martha Weidman. Multicultural Curriculum Training with Pre-Student Teachers in Language Arts. Ph.D. Dissertation, The University of New Mexico. Available from University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 1972. 244p. ED 071 072 Document Not Available From EDRS

This study relates to two problems in multicultural education: the inability of teachers to relate to and understand the culturally diverse learner; and the dearth of teaching materials based on the minority group members' cultural heritages. A Multicultural Curriculum Training (MCT) Program was developed to promote in prospective teachers an understanding of positive attitudes toward teaching culturally diverse learners. Subjects, randomly selected from 29 secondary education pre-student teachers, included seven Anglo-American and one Spanish-American who participated in the MCT, eight subjects who participated in Bailey's Teacher Effectiveness Training (TET), and eight control subjects. Students in the MCT received 10 weeks of 1 and 3-hour seminars. The nonparametric technique was used to analyze the subjects' pre-and post-test scores; results indicated no differences between the MCT, TET, and control groups. However, the low scores of the Spanish-American indicated high dogmatism, rigid ethnocentrism (based on Anglo values), and negative teaching attitudes. Recommendations were made to continue the MCT over a 9-month period and to conduct the MCT with minority groups to reinforce positive aspects of both cultures to promote an understanding of and lessening of cultural conflict.

MC

Jackson State University, Miss. School of Education. Improving Teacher Competency for Multi-Ethnic Children. 1974. 20p. ED 098 234 MF & HC

The Teacher Corps Project described in this document is a federally funded program, involving Jackson State University, the Jackson Public School System, and the community. It represents efforts to incorporate theories, teaching-learning strategies, and multicultural experiences in teacher education into a single conceptual framework. The academic program is competency based and field centered with many of the courses being team taught. A modular delivery system of learning experiences is used. The modules are being programmed to provide tracking of student through the use of the computer. The instructional activities are facilitated by an instructional team representing the School of Education, the School of Liberal Studies, and the Jackson Public School System. Inservice training is provided for the cooperating teachers through formal courses, minicourses, comprehensive workshops, and seminars. There is an exceptional child component emphasizing the concept of mainstreaming and diagnostic/prescriptive teaching. Community-based educational activities are designed and implemented in keeping with the philosophy of Teacher Corps. The total project is evaluated periodically by interns, members of the staff, the policy committee, National Teacher Corps Officers, and internal and external consultants. Appendixes include objectives for each school and a sample instructional module.

MC

Jackobovits, Leon A. The Encounter-Communication Workshop. 1970. 47p.
ED 062 883 MF & HC

This paper outlines a program of inservice training for teachers and administrative school personnel designed to foster a better understanding of the problems involved in the education of children from minority groups within an educational system that is defined and administered by the cultural interests of the dominant social or national community. The Encounter-Communication Workshop, a program of study conducted in small groups in the bilingual school setting, is designed to give the individual a better understanding of himself within the context of interpersonal communication. The study program involves two types of activities: an objective analysis of role dyadic interactions in the school in terms of a linguistic-communication model, and an analysis of the subjective aspects of interpersonal relations, including social contracts, trust, risk-taking, self-image and its management, and personal metaphysics. Included in these activities are an initial diagnosis of the prevalent modes of personal interaction in the particular school setting and action programs designed to introduce changes coupled with constant feedback and evaluation of the results.

AA

Klotman, Phyllis R. Black Literature for Prospective Teachers. Paper presented at the Annual Meeting of the College English Association (Philadelphia, April 19-20, 1974). 3p. ED 092 984 MF & HC

Surveying Afro-American literature--mainly from the Harlem Renaissance to the present--and examining materials and resources usually at the elementary, secondary, and college levels, this course culminates in the development of an individual or group term project. These projects have generally consisted of the following types: a lesson plan for the specific grade level on which the student is focusing, an annotated bibliography of resource materials for use in teaching, a multi-media presentation, and a creative project designed by the student in consultation with the instructor. When possible, an additional and valuable facet of the course is the presence of a black the classroom, engaging in dialogue with the students.

MC

Krosky, Roy T. The Inner City Teacher Education Program. 1971. 86p.
ED 067 378 MF & HC

The Inner City Teacher Education Program (ITEP), designed by the University of Northern Colorado, emphasizes the preparation of prospective teachers for working in urban schools whose populations are composed of children from culturally diverse backgrounds. Objectives were developed in relation to three categories; a) the prospective teacher's understanding of and attitudes toward himself, b) his understanding and attitude toward pupils and the process of education, and c) his understanding and attitudes toward the educational system as an institution. In addition to class study and student teaching, the students participate in field trips, live-in experiences, and concentrated studies related to the specific course offerings of ITEP. This report presents an overview of ITEP: an extensive review of the field trip to the southwest and the live-in experience; evaluations by host families; teacher-principal and participant response; and a subjective evaluation. Evaluation results indicate the success of the project. Several options for expansion of the program while maintaining the concept of a closely knit learning group are presented. A 21-item bibliography and appendixes are included.

MC

Krosky, Roy T.; And Others. Teacher Training Experience for Inner City Schools. University of Northern Colorado, Greeley. 1970. 78p.
ED 051 102 MF & HC

This training program has been developed to prepare teachers for working with children from culturally diverse backgrounds by providing early opportunities for classroom experience and direct relationships with pupils, teachers, administrators, parents, and citizens in urban communities. The program is based on self-discovery and self-actualization achieved by meeting personal challenges. Much of the first four weeks of the quarter is spent in concentrated study in areas related to specific course offerings. A community advisory board has been established in each of the communities in which participants live and work to help design activities and serve as liaison. An important activity in the field experience, which is described in detail is a one-week camping trip to the Four Corners area of the Southwest, with daily visits to Bureau of Indian Affairs and community schools, hiking, camping, and discussions. Other field experience activities include a 5-week live-in experience in an inner-city neighborhood, at least one-half of each day for a 5-week period working with inner-city children as a teacher-assistant, active participation in the work of public and private agencies in the community, and seminars coordinated with both types of field experience to provide a basis for the solutions to the sociological, psychological, and educational problems encountered.

MC

Mahan, James M. Alternative Student Teaching Experiences: Emerging Characteristics and Encouraging Payoffs. Teacher Education Forum

Series. Vol, 2, No. 15. Indiana Univ., Bloomington. School of Education
1974. 14p. ED 099 324 MF & HC

Three special field-based student teaching projects at Indiana University which include on-site course work are briefly described. Data are presented that indicate that education majors at the university: (a) enroll in demanding, multiculturally oriented student teaching programs; (b) request and accept out-of-state placements in ethnic minority settings; (c) pursue and obtain a significant number of out-of-state teaching positions; (d) serve as beginning teachers in schools with multicultural student bodies; and (e) are employed at a very favorable rate despite the current teacher surplus. Additional data document support ofexparticipants for alternative field experience and encourage teacher trainers to develop new projects. Among concluding suggestions are that (a) leagues of colleges and universities be formed to exchange, orient, and supervise each other's student teachers; (b) high priority should be given to programs which provide preservice teachers with the opportunity to live and work in a large ethnic-group community; (c) multicultural faculty should teach the methods and other courses prerequisite to student teaching; and (d) student teaching alternatives in ethnic minority settings should feature the utilization of supervision specialists representing the appropriate ethnic minority.

MC

Mercer, Walter A. Involving Historical Black and Predominantly White Colleges and Universities. 1975. 77p. SP 009 666; ED to be announced in March RIE MF & HC

This document presents summaries of eight efforts made to provide teachers with the knowledge, attitudes, and behaviors necessary to improve intergroup relations in desegregated schools. Projects covered are: (1) the Chapel Hill (North Carolina) schools' student teaching project; (2) interinstitutional seminars in Norfolk, Virginia; (3) biracial student teacher teams in Arkansas; (4) cooperative intergroup projects between Florida A and M University and the University of Florida, and between Florida A and M and Florida State University; (5) a workshop on improving intergroup relations and preparing prospective teachers for multiracial classroom and an interinstitutional seminar on student teaching, both involving Florida A and M and Florida State; and (6) interinstitutional seminars between paired neighboring majority black and white colleges and universities, held under the sponsorship of the Southern Regional Education Board in cooperation with the Emergency School Assistance Program, Community Projects Division of the Office of Education.

MC

Pacific College, Frenso, Calif. A Regional Project. 1973. 27p.
SP 009 713; ED to be announced in April RIE MF & HC

Seven California school districts, all of them with substantial numbers of minority students, created a regional inservice program for teachers intended to make their understanding of and instruction of minority children more appropriate. Superintendents, students, and members of the communities were involved in the plans. Teachers received credit for taking local college courses on racial and ethnic minorities. Superintendents provided information on minorities in each school; closed circuit t.v. programs on minorities were shown; and districts held seminars with parents and students to reveal ethnic feelings. Teachers were also given credit for attending college courses on teaching stategies for minority children. Each district, and especially target schools, used these and other approaches to improve staff awareness and also to draw parents and others from the community into the program. (Information on the school districts, and outlines of the goals, the planning process, and general program information are presented. Outlines and bibliographies for the college courses are included in the appendix.)

MC

Sandberg, John E.; Loew, Cornelius. Impact of the Career Opportunities Program on Curricular Innovations at Western Michigan University. Western Michigan Univ., Kalamazoo. School of Education. 1974. 16p. ED 098 204 MF & HC

One of the major concerns of the Grand Rapids (Michigan) Advisory Council of the Career Opportunities Program (COP) is that traditional methods of recruitment and training are largely insufficient and leave much to be desired in quantity and quality of instructional staffs in low-income areas. As a result of discussions between the COP Project Director, the COP Advisory Council, and administrators and teaching staff from Western Michigan University, an on-site educational program was established for approximately 40 participants in Grand Rapids. This program included two interdisciplinary and intercollege experimental minors: language arts and intercultural studies. The objectives of the program were: (a) to train teachers who were better prepared than average teachers to teach language arts to ethnic minorities and (b) to help all children understand and appreciate the cultural diversities existing in the United States by providing content and experiences designed to create positive interpersonal relationships in a pluralistic society. (Included as appendixes are a breakdown of income and expeditures, extracts of opinions assessing the program, course descriptions, and a career lattice with related factors).

MC

Sikes, Melvin P.; Coe, Gerald Lynn. Report on Teaching Multi-Cultural/Multi-Ethnic Schools (1974-75). 1975. 36p. SP 009 689; ED to be announced in April RIE MF & HC

This is a report on two courses, one undergraduate and one graduate, which taught education majors, through films, discussions, book reviews, field trips, and community work, how to become master teachers skilled in reaching culturally different children. The report examines the purposes and content of the courses and concludes that they were successful. Student-written course evaluations are included which praise the course and the instructors. Racial balance among the students and participation of people dedicated to teaching were seen to create a productive situation. Outlines of the schedule of classes, reading lists, and subjects covered in each class session are included. The authors feel that students who are culturally different must be seen as having educational disadvantages as great as those with physical and emotional problems, and that it is important for educators to grasp the essentials of good teaching when dealing with the culturally different, as has been with the emotionally and physically disadvantaged.

MC

Swick, Kevin J.; Lindberg, Dormalee H. An Approach to Educating Teachers to Work with the Culturally Different. 1972. 7p. ED 090 153 MF & HC

This paper describes an approach for preparing teacher education students to teach culturally different students in a creative and effective mode. The approach consists of four components: knowledge, values, practicum, and seminar. The knowledge component recommends that teacher education students learn about cultural styles, specific learning characteristics, and effective teaching behaviors for working with minority group children. Students can gain this knowledge via films and other visual devices, readings, and small-group discussions. The values component recommends that students learn about the values of people from different backgrounds by means of group discussions and analysis of case studies. The practicum component suggests that teacher education students learn from actual contact which can take place in various settings, including public school classroom, private institutions, and tutoring programs. The seminar component recommends discussion of experiences and problems confronted in the practicum setting and the exchange of ideas for teaching the culturally different. In conclusion, this design combines the theoretical and the practical in an effective approach for developing creative activities for educating pre-and in-service teachers to work with culturally different children. A brief bibliography is included.

MA

Valencia, Atilano A. The Effects of a College Teacher Training Project with Emphasis on Mexican American Cultural Characteristics. An Evaluation Report. Sacramento State Coll., Calif. 1970. 78p. ED 045 267 MF & HC

The major purpose of the Sacramento State College Mexican American Educational Project is to provide prospective teachers with an in-depth understanding of the cultural heritage, acculturation problems, and other behavioral characteristics found among Mexican American children. Components of the project include (1) a teacher-training program; (2) a fellowship program for Mexican American college students; (3) a cross-discipline approach which incorporates anthropology, psychology, sociology, and linguistics (Spanish for Spanish speakers); (4) a demonstration school and training center; (5) a curriculum development laboratory; (6) community involvement programs; (7) a teacher-administrator institute; and (8) a 6-week travel study in Mexico for both experienced and inexperienced teachers. Included in the document are statistical analyses and findings, along with a resume of recommendations.

COLLEGE

OE

Garber, Zev. Jewish Studies at a Two-Year Public College (and) Lower Division Judaica: Problems and Solutions. Paper presented at annual meeting of American Academy of Relition (Chicago, Illinois, November 8 through 11, 1973). 41p. ED 086 269 MF & HC

A program in Jewish Studies is being offered by the Los Angeles Valley College, Van Nuys, California. Courses are offered in elementary and intermediate Hebrew, Contemporary Hebrew Literature in Translation, History of the Jewish People, Hebrew Civilization I and II, Israel: The Theory and Practice of Zionism, Jewish Religious Heritage, The Jew in America, and Yiddish Literature in English Translation. The program was established on the strength of a number of factors: the vital, dynamic force of Judaism in Western Civilization; the need for change in the present situation of Jews in the U.S.; the contribution of Jews in every aspect of human endeavor; the legitimacy of Jewish content classes as courses in the schools of Letters and Sciences; service to the educational needs of some of the largest growing Jewish communities in California; the demand by Jewish college youth that courses be relevant to themselves as Jews; the participation of the Jewish community in enhancing the Jewish studies; and the administrative insight as to the importance of the program. Background, offerings, present standards, syllabus, methodology, characteristics of students and professors, observations in teaching several Jewish Studies classes, and some concluding remarks are presented.

GENERAL

MC

George Washington University, Washington, D.C. National Advisory Council on Supplementary Centers and Services. Title III and Cultural Diversity. 1973. 39p. ED 090 112 MF & HC

Title III projects dealing with cultural diversity in the classroom are described in this issue of the Title III Quarterly. Major articles are devoted to the following projects: Two Arts Culture Three Project, developing the crafts and music of mountain whites, blacks, and Cherokees; the Rota Bilingual Project, the Marianas District, emphasizing the Chamorro language and culture; the Afro-American Curriculum Office and Resource Center, Toledo, Ohio, exposing everyone to Afro-Amercian culture; the Indian Community Guidance Project, Alliance, Nebraska, helping to keep Indian students in high school; the Open-Space Bilingual/Bicultural Approach to Elementary Education, Bristol, Pa., stressing a belief in cultural pluralism; the Open Concept School for Indian Education, Sault St. Marie, Michigan, giving Indian children more responsibility and individual attention; and the Racial Ethnic Action Project, Freeport, N.Y., recognizing the importance of ethnicity as a positive factor common to all people. Short notes are provided on eight other projects. A list of all the cultural diversity projects by state concludes the document.

MC

Prescott, Ronald; And Others. Systems for Multicultural Education Planning Framework. Volume 1, Volume 2, and Summary. Los Angeles Unified School District, Calif. 1972. 539p. ED 072 143 MF & HC

The Ad Hoc Task Force was established by the Superintendent of the Los Angeles City public schools to develop a process by which the District could plan to meet the requirements of the State Education Code (AB 724). AB 724 was passed by the 1971 Session of the California State Legislature and, in essence, places State Board of Education guidelines concerning racial isolation into law. This document is in response to the Los Angeles City Board of Education's directive to the Superintendent. A plan is outlined by which the District can meet the requirements of the State Education Code while providing exemplary educational experiences for students with many varying backgrounds. All activities suggested are structured so as also to meet the requirements of federal support programs. The activities outlined for immediate and furture implementation together consitute a comprehensive five-year plan by which maximum impact can be achieved cost-effectively in a minimum amount of time. Problems underlying each suggested activity have been identified, tentative time schedules have been suggested, and resources--both internal and external to the District--have been recommended for the planning and implementation phases of each activity. In addition, the types of community interaction suggested for each activity have been described.

MA

Schnur, James O. A Handbook for Migrant Education in Iowa. West Liberty Community School System, Iowa. 1975. 138 p. SP 009 714; ED to be announced in April RIE MF & HC

This handbook on migrant education is for educators in the state of Iowa who are currently responsible for the operation of migrant education programs, for those who anticipate such a role in the future, and for those who are generally interested in this topic. Chapter one deals with the emergence of migrant education in the state of Iowa. Discussed in this chapter are the Iowa migrant education administrative structure and each of the three migrant education programs in the state. Chapter two contains information on federal and state enabling legislation, and the operational goals and objectives for migrant education. Included are definitions of key terms. Chapter three deals with the basic steps and procedures to be attended to in initiating, maintaining, and concluding a migrant educational program in the state of Iowa. Chapter four probes the actual practices and possible future practices of Iowa's migrant education programs, as well as practices from the states. Appended are federal guidelines and the rights and responsibilities for Public Law 93-380, and various applications and forms. A bibliography is also included in this handbook.

OTHER MATERIALS

BIBLIOGRAPHES

MC

Dearmin, Evalyn M., comp. Kaleidoscope: A Directory of Resource Materials for Ethnic Education, K-12. Nevada State Dept. of Education, South Nevada Operations, Dawson Building, Suite 234, 4055 South Spencer Street, Las Vegas, Nevada 89109. 1974. 146p. ED 103 519 Document Not Available from EDRS.

As the "melting pot" theory of American Soecity has become discounted, educators have made a more resolute effort to relieve the distress of the culturally different student by identifying difference as a positive quality and by creating among all students an awareness of the incredibly rich and various inheritance America has garnered from its diverse ethnic groups. This directory was prepared in response to frequent requests from teachers for information about suitable materials for ethnic education. The directory is organized according to six instructional categories: social studies/history, reading, bilingual/dialect education, music, art, and matematics. Each category contains subsections for curriculum guides, publications, and audiovisual materials concerning black, Hispanic, Native American, and Oriental ethnic groups. A separate section has been compiled for Basques. A majority of the annotations have been taken from publishers' catalogs, book introductions, bibliographies, state departments of education guides and publications, and innumerable letters from concerned and interested educators. Approximate grade level is indicated. Audiovisual materials are listed at the end of each section and are identified in parentheses. Addresses are supplied for companies or private presses which might be difficult to locate otherwise.

AA

Ferrante, Joan. The Negro American: A Reading List for Elementary Teachers. Educational Improvement Center, Glassboro, N.J. 1968. 56p. ED 035 698 MF & HC

The reading lists in this document are designed as guidelines for the elementary school librarian in selecting materials about Afro-Americans for students and teachers, and for information purposes. The lists are also designed as background reading for elementary school teachers for preparing a curriculum of integrated materials, in using instructional materials about Black people, while teaching inter-group relations, and for in-service training programs.

OE

Kesner, Mernie Bibliography for Appalachian Studies. Berea Coll., Ky.
1973. 31p. ED 091 120 MF & HC

Ninety-eight annotated citations for reference and fiction books and 87 citations for magazines, articles, pamphlets, records and tapes, free and inexpensive material sources, and resource persons are given in this bibliography. The materials cited were published from 1906 to 1973. The bibliography was compiled to aid teachers in planning and including a unit on Appalachian culture in the curriculum at Franklin High School (Franklin, West Virginia). Since the bibliography was planned specifically for Franklin High School, materials dealing with any other part of Appalachia have not been included.

MC

Laubenfels, Jean, comp. Ethnic Studies. Ohio Education Association,
Columbus. Association Referral Information Service. 1971. 38p.
ED 056 964 MF & HC

Seventy-two publications, ranging from ERIC documents to journal articles are annotated in this selective bibliography, one of 18 in a series. It is designed for educators who are developing and teaching curriculum materials that deal with American subcultures and their relationships. Included in the selections are program descriptions and resource materials.

MA

Leyba, Charles. A Brief Bibliography of Teacher Education and Chicanos.
ERIC Clearinghouse on Teacher Education, Washington, D.C. 1974. 17p.
ED 090 147 MF & HC

This bibliography consists of 25 citations of documents reported in "Research in Education", all of them dealing with teacher education aspects of Chicano education. Each entry includes information on the author, title, publisher, date of publication, number of pages, availability from the ERIC Document Reproduction Service or the publisher, and an abstract.

MC

Mankato State College, Minnesota. Local Library Resources for A
Multi-Ethnic Curriculum. A Model Program in Multi-Ethnic Heritage Studies.
300p. SP 009 703; ED to be announced in April RIE MF & HC

The sources listed in this bibliography are materials available in the Mankato State College Memorial Library. The materials are arranged alphabetically by subject. Both print and non-print materials are included. The subject headings used are the Library of Congress subject headings. The sections are arranged according to the following ethnic groups: (1) Asian-Americans, (2) German-Americans, (3) Norwegian-Americans, (4) Irish-American, (5) Jewish-American, (6) Afro-Americans, (7) Mexican-Americans, and (8) Swedish-Americans. There is also a section containing an annotated bibliography of Afro-American, Mexican-American, and Multi-Ethnic Studies resources designed specifically for classroom use. This section is divided into elementary print materials and secondary print materials and arranged alphabetically by subject.

NA

Mankato State College, Minnesota. Native American Resources Annotated Bibliography of Print and Non-Print Materials. 1975. 78p. SP 009 704; ED to be announced in April RIE MF & HC

This is an annotated bibliography of print and non-print materials for programs in Native American Studies. It is divided into (1) elementary level materials, and (2) secondary level materials. Each section is arranged alphabetically by subject. Most subject headings in this resource begin with a name of a tribe, nation, or a geographical area. General headings such as art, captivities, legends, music, fiction, and religion have also been used.

NA

Mathieson, Moira B. A Brief Bibliography on Teacher Education and American Indians. ERIC Clearinghouse on Teacher Education, Washington, D.C. 1974. 23p. ED 090 146 MF & HC

This bibliography consists of 30 citations of documents reported in "Research in Education," all of which deal with teacher education aspects of American Indian education. Each entry includes information on the author, title, publisher, date of publication, number of pages, availability from the ERIC Document Reproduction Service or the publisher, and an abstract.

AA

Michigan-Ohio Regional Educational Lab., Inc. Detroit, Mich. Afro-American Instructional Curriculum Laboratory. Office of Education (DHEW), Washington, D.C. Bureau of Research. 1969. 44p. ED 035 991 MF & HC

This document was developed as a resource guide for the selection of Afro-American curriculum materials for grades K-12. The major section is an annotated bibliography that includes 282 citations, most of which have been copyrighted since 1960. A reprint series is also included that lists 44 annotated citations on the older literature. A notable feature is that each selection has been put into a recommended grade level and each grade level is further subdivided under biography, fiction, poetry, or reference. A separate section recompiles the citations under a graded index, including 50 titles recommended for adults. Two short sections are devoted to audiovisual materials. The final section contains actual lesson outlines on Southern Africa for grades 6 and 7, and on Western Africa, especially Ghana and Nigeria, for grades 8 and 9.

MC

Nassau County Board of Cooperative Educational Services, Jericho, N.Y. Nassau County Educational Resources Center Catalog of Professional

Materials. Multi-Ethnic Materials Collection. 1971. 87p. ED 070 800 MF & HC

The Nassau Educational Resource Center is a multimedia, multi-area curriculum and instructional materials center, with an educational communications training component. The catalog contains listings of the professional resources made available at the Center in the area of multi-ethnic studies by the Racial Ethnic Action Project (REAP). REAP, funded under Title III, Elementary Secondary Education Act, was initiated in the Freeport Public Schools in September 1969. Jointly sponsored by the Freeport Public Schools and the Board of Cooperative Educational Services, its goal was to alleviate the tension and conflicts among various ethnic groups by developing a curriculum through which students, teachers, and community would gain an understanding of cultural differences. REAP's main goal was to gather a collection of media (film, film strips, games, and print materials) that provided data about the many ethnic groups as their diverse forms of race, religion, or national origin found in the United States; also educational methods and concepts that deal with developing and implementing affective education in the classroom. REAP staff writers used their materials in the development of its multi-ethnic human relations units of instruction.

MC

Nebraska State Dept. of Education, Lincoln. Div. of Instructional Services. Annotated Bibliography of Multi-Ethnic Curriculum Materials. 1975. 81p. ED 103 513 MF & HC

This annotated bibliography of multiethnic curriculum materials is distributed by the Title IV Equal Educational Opportunity Project and funded under the Civil Rights Act of 1964. All materials listed are available from the Nebraska Title IV Equal Educational Opportunity Project. Each entry includes the title, author, editor or compiler, copyright date, publisher, reference number, description, and level of use. Articles (adult reading level) abstracted from magazines and journals are also available at request. Also included is a microfiche listing which emphasized multicultural education. These can be viewed in the Nebraska Department of Education or checked out for a three-week period. At the end of the the bibliography, a list of publishing company addresses is given.

MC

Pawuette, Dan Ethnic Studies Materials. Mankato State Coll., Minn. Minority Group Study Center. 27p. SP 009 648; ED to be announced in March RIE MF & HC

This annotated bibliography contains evaluations of selected source materials in ethnic studies for teachers and students. It is divided into Multi-Ethnic Resource, Italian-American Resources, Polish-American and Slavic-American Resource, German-American Resources, and Norwegian-and Swedish-American Resources. At the end of every annotated entry are evaluations made by various journals and the evaluation of the bibliography editor. The sources were examined to determine if they covered certain aspects of the ethnic group. These aspects included (1) history and conditions of the people in the particular country; (2) reasons for immigration; (3) experiences of the group and individuals as they underwent immigration and resettlement; (4) attitudes of other people in America toward the ethnic group; (5) discrimination and prejudice the ethnic group faced; (6) aspirations and goals of the group; (7) social, economic, political, and cultural conditions and processes; (8) positive and negative contributions of the group; (9) individual contributions; (10) ethnic experiences in rural and urban areas; (11) representation of the ethnic group in different walks of live worthy of emulation; (12) the question of acculturation versus pluralism; and (13) current developments toward pluralism or assimilation.

NA

San Jacinto Unified School District, Calif. American Indians, An Annotated Bibliography of Recommended Resource Materials. Elementary Grades. Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantage. 1971. 36p. ED 056 798 MF & HC

Prepared by Indians representing many tribes and reservations throughout California, this annotated bibliography on the American Indian was developed with the support of the California Indian Education Association, the Inter-Tribal Council of California, and the American Indian Historical Association. The primary purpose was to provide teachers and educators with a recommended list of appropriate materials on American Indian culture, heritage, and history. Criteria for materials selection centered on the Indian child's image, intercultural understanding, and appropriateness for the elementary school child. Containing 257 citations of elementary school library books published between 1884 and 1971, the bibliography also contains lists of films, recordings, workbooks, and teacher guides. All entries are accompanied by appropriate grade level (s). Appended is a list of publishers and their addresses.

NA

Scoon, Annabelle R. Bibliography of Indian Education and Curriculum Innovation. Albuquerque Indian School, N. Mex. 1971. 62p. ED 053 614 MF & HC

This bibliography of ERIC documents (both-journal and non-journal materials) contains more than 200 entries with abstracts. The work is intended for those seeking to gain insight into the cultural and sociological background of the American Indian student, his academic strengths and weaknesses, and current innovations in the development of curriculum for these students. The report is divided into three areas: (1) Indian education and bilingualism, (2) general aspects of American Indian education, and (3) innovative curriculum concepts and materials. Order numbers for the documents which are available from the ERIC Document Reproduction Service are included.

MC

University of Missouri, Columbia. Midwest Center for Equal Educational

Opportunity. Annotated Bibliography of Multi-Ethnic Curriculum Materials. 1974. 155p. SP 009 626; ED to be announced in March RIE MF & HC

This is an annotated bibliography of multi-ethnic curriculum materials, compiled by the Midwest Center for Equal Educational Opportunity, University of Missouri. This bibliography is organized by type of material including 16mm films, filmstrips, sound recordings, photo aids, learning kits and packets, simulations and games, booklets, and books. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the source where materials may be purchased.

MC

University of Missouri, Columbia. Midwest Center for Equal Educational Opportunity. Annotated Bibliography of Multi-Ethnic Curriculum Materials. First Supplement. 1975. 68p. SP 009 627; ED to be announced in March RIE MF & HC

This annotated bibliography is the first supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974. This supplement is organized by type of material including 16mm films, filmstrips and slides, sound recordings, photo aids, learning kits and packets, pamphlets, simulations and games, booklets, books, book series, bibliographies, and periodicals. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased.

MC

University of Missouri, Columbia. Midwest Center for Equal Educational Opportunity. Annotated Bibliography of Multi-Ethnic Curriculum Materials. Second Supplement. 1975. 20p. SP 009 628; ED to be announced March RIE MF & HC

This annotated bibliography is the second supplement to the Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974 and of the first supplement in the winter of 1974-1975. This bibliography is organized by type of material including books, films, filmstrips, recordings, and booklets. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased.

MC

University of Missouri, Columbia. Midwest Center for Equal Educational Opportunity. Annotated Bibliography of Multi-Ethnic Curriculum Materials. Third Supplement. 1975. 82p. SP 009 629; ED to be announced in March RIE

This annotated bibliography is the third supplement to the "Annotated Bibliography of Multi-Ethnic Curriculum Materials" and represents the materials collected by the Midwest Center for Equal Educational Opportunity since the publication of the original volume in the fall of 1974 and of the first two supplements during 1974-1975. This bibliography is organized by type of material including 16mm films, filmstrips, sound recordings, photo aids and transparencies, learning kits, games, booklets and pamphlets, book series, bibliographies, journals and books. Included in each entry are the following items: name of author, editor, or compiler; title; publisher; purchase price; source reference number; description of material; and level of use. Included at the end of the bibliography is a numbered list of names and addresses of the sources where materials may be purchased.

DIRECTORIES

MC

James, Richard L., comp. Directory of Multicultural Programs in Teacher Education. American Association of Colleges for Teacher Education, Washington, D.C.; ERIC Clearinghouse on Teacher Education, Washington, D.C. 1971. 94p. ED 055 964 MF & HC

This directory of institutions conducting programs of multicultural education is compiled from data collected from 300 institutions prior to July 1, 1971. It does not claim to be comprehensive but provides a useful source of information on who is doing what and where concerning multicultural programs in teacher education. Programs are listed by state, and a contact person is named in each instance so that further information may be obtained.

NA

Mitchell, Marjorie, comp. Native Indian Studies and Curriculum Development Programmes: A Descriptive Mailing List. British Columbia Intercultural Curriculum Project, Victoria. 1974. 26p. ED 108 843 MF & HC

The outgrowth of correspondence with Native Indian education programs and curriculum projects and over North America, this directory presents mailing addresses and brief descriptions of material needs for some 96 entries. Organized via Canadian Provinces and U.S. States, entries are divided into 4 categories as follows: (1) Canadian Native Indian Studies (for elementary, secondary, and higher education); (2) Canadian Curriculum Development Projects (primarily elementary/secondary multi-media materials); (3) American Native Indian Studies Programs (higher education, Indian student prepared materials at the elementary/secondary levels, and Indian teacher education); (4) American

Curriculum Development Projects (principally elementary/secondary levels). Also presented is a book list relative to the American Indian (6 books in the process of being published and three books already published). Some 14 cultural projects are also presented. Each of these entries includes tribal affiliation and the names and addresses of project directors, historians, and technical assistants.

CHAPTER 3

ANALYSIS OF THE BIBLIOGRAPHY

In analyzing the bibliography that has been compiled from documents available in the ERIC retrieval system, the authors refer to terms that are specific to the ERIC system and may be unfamiliar to the reader. It is suggested that the reader refer to the "Glossary of ERIC Terms" in Appendix B when such clarification is necessary.

ERIC INDEXING

The ERIC system classifies its documents in four basic ways: by author, by institution, by descriptor, and by identifier. The first two ways are familiar enough; the latter two may be unfamiliar. The ERIC system uses a "controlled vocabulary" when indexing a document. That is, the information specialists who prepare the abstracts and assign retrieval terms to the document must choose these terms from the authority list called the Thesaurus of ERIC Descriptors. In ERIC, these terms are called descriptors. In other systems, they are called subject headings, key words, or index terms. Identifiers are those terms which reflect the content of the document, but are not found in the ERIC Thesaurus. They are, for the most part, the names of specific people, geographical locations, trade names, and projects. Other categories that appear as identifiers are acronyms, coined terminology, equipment names, organizations, and specific theories.

Any of these four basic methods of classification may be used to locate citations in ERIC. But by far the most common approach to ERIC material is subject-oriented, using the ERIC descriptors and identifiers to define subject areas. Because of this, requestors and searchers of information should be familiar with how ERIC indexes its materials.

THE ERIC SEARCH

To discover what appropriate documents were available in the ERIC system for this bibliography, a search was designed to identify multicultural and ethnic studies documents that might be related to teacher education. Sets of ethnic studies, teacher education, and curriculum descriptor terms were initially identified as follows:

Descriptor Terms	No. of Documents Using these terms as descriptors
ETHNIC STUDIES TERMS:	
Bilingual Education	1470
Biculturalism	578
Bilingualism	1138
African American Studies	677
American Indian Culture	371
Anglo Americans	401
Asian Americans	61
Chinese Americans	148
Cultural Awareness	1149
Cultural Background	1048
Cultural Education	990
Cultural Pluralism	452
Ethnic Groups	1354
Ethnic Studies	585
Japanese Americans	111
Jews	190
Korean Americans	22
Mexican Americans	1916
*Multicultural Education	41
Spanish American	357
Polish Americans	16
TEACHER EDUCATION TERMS	
Teacher Education	9743
Inservice Teacher Education	3179
Preservice Education	1691
Performance Based Teacher Education	836
Teacher Educator Education	196
CURRICULUM TERMS	
All descriptors that include the word "curriculum"	25,260

The total number of ERIC documents containing one or more of the descriptor terms listed in each set above (many documents

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*Multicultural Education is not an ERIC descriptor, but a search of the complex text of each ERIC entry was made for this term.

contain two or more of the listed descriptors) were as follows:

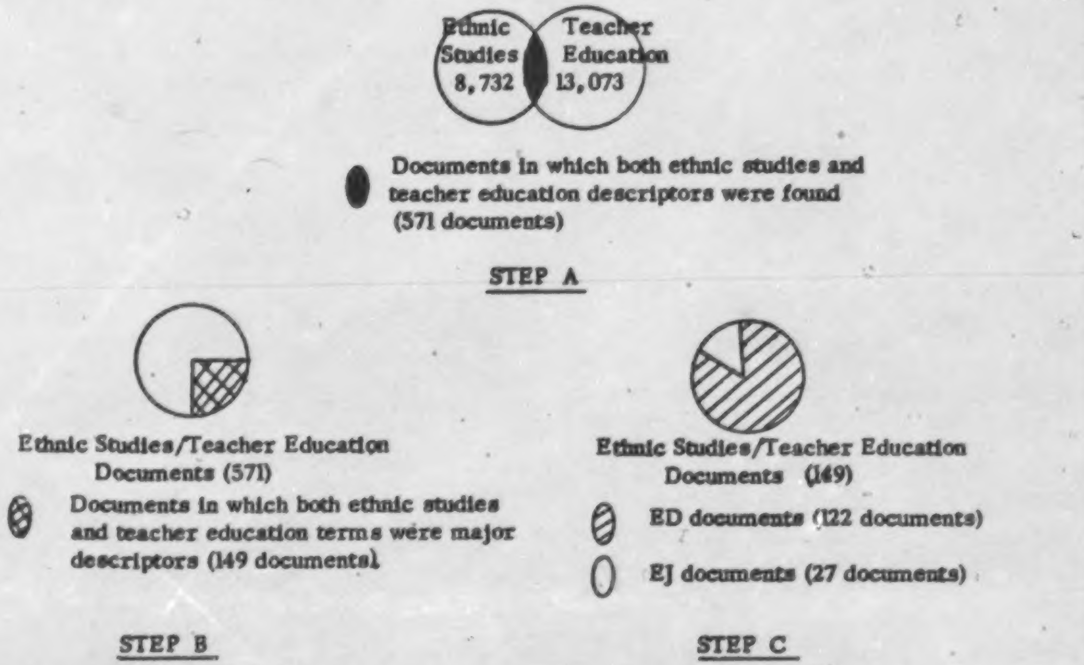
Ethnic Studies Terms	8,732
Teacher Education Terms	13,073
Curriculum Terms	25,260

Ethnic Studies and Teacher Education

In the first step to identify related documents, ERIC staff searched the ERIC data base by computer to determine which documents were indexed both by terms from the ethnic studies set and the teacher education set. The result was a total of 571 documents (Figure 1, Step A). These documents were then limited to only those where ethnic studies and teacher education terms were used as major descriptors--a total of 149 documents (Figure 1, Step B). These were further limited to only ED documents, i.e., document resumes rather than journal citations which are identified by EJ numbers (Figure 1, Step C). Consequently, only 122 document abstracts common to both the set of ethnic studies terms and the teacher education terms were originally examined for inclusion in this bibliography.

FIGURE 1

SEARCH STRATEGY FOR ETHNIC STUDIES AND TEACHER EDUCATION DOCUMENTS

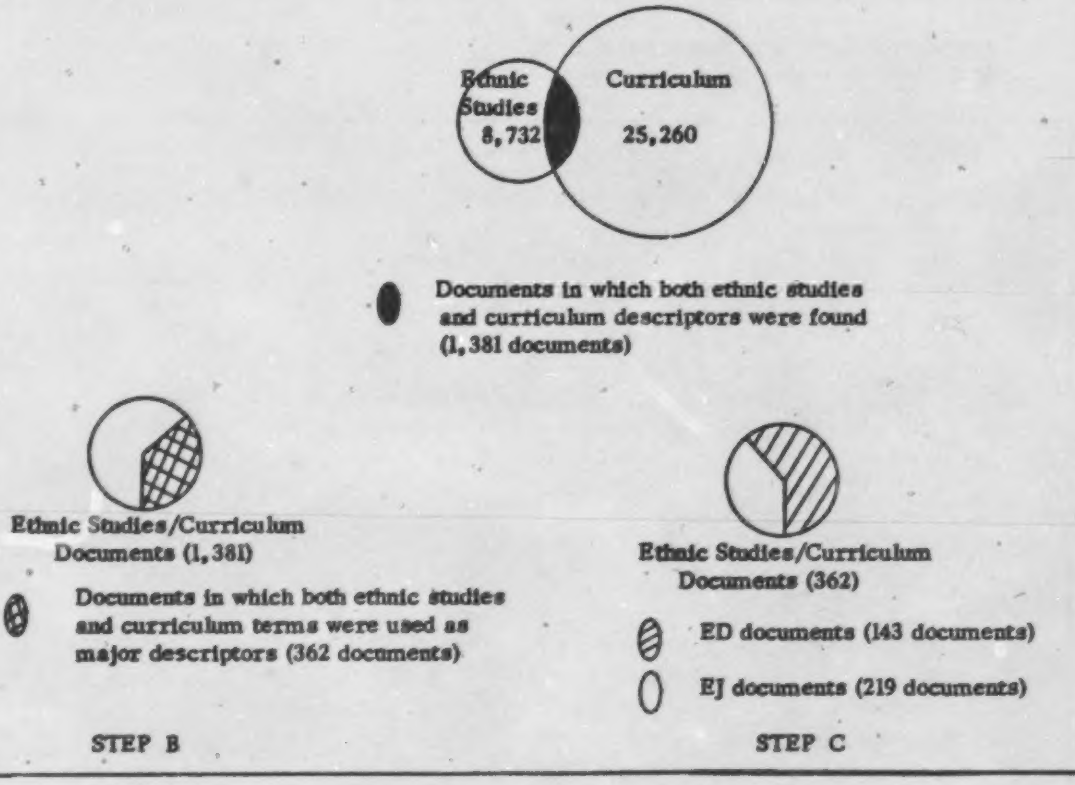

Ethnic Studies 8,732
Teacher Education 13,073
Documents in which both ethnic studies and teacher education descriptors were found (571 documents)
STEP A
Ethnic Studies/Teacher Education Documents (571)
Documents in which both ethnic studies and teacher education terms were major descriptors (149 documents)
STEP B
Ethnic Studies/Teacher Education Documents (149)
ED documents (122 documents)
EJ documents (27 documents)
STEP C

Ethnic Studies and Curriculum

The second part of the ERIC search produced a list of documents indexed by terms from both the set of ethnic studies terms and the set of curriculum terms. This result was 1,381 documents in which both ethnic studies and curriculum terms were used (Figure 2, Step A). These documents were then limited to only those which included these terms as major descriptors--a total of 362 documents (Figure 2, Step B). These were further limited to only ED documents, resulting in a total of 219 documents to be examined for inclusion in the bibliography (Figure 2, Step C).

FIGURE 2

SEARCH STRATEGY FOR ETHNIC STUDIES AND CURRICULUM DOCUMENTS

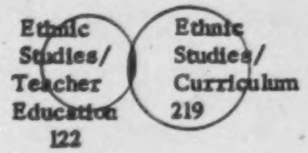

Ethnic Studies 8,732
Curriculum 25,260
Documents in which both ethnic studies and curriculum descriptors were found (1,381 documents)
Ethnic Studies/Curriculum Documents (1,381)
Documents in which both ethnic studies and curriculum terms were used as major descriptors (362 documents)
Ethnic Studies/Curriculum Documents (362)
ED documents (143 documents)
EJ documents (219 documents)
STEP B
STEP C

Ethnic Studies, Teacher Education, and Curriculum

To prevent the occurence of duplicate documents (i.e. because of the way they were indexed, some of the same documents might appear in both ethnic studies/teacher education set and the ethnic studies/curriculum set), the three sets of terms were also combined. Seven documents were found to be common to all three sets (Figure 3). Thus, there were three and four different documents identified as either teacher education or ethnic studies/curriculum and examined for inclusion in this bibliography.

FIGURE 3

COMPARISON OF ETHNIC STUDIES/TEACHER EDUCATION AND ETHNIC STUDIES/CURRICULUM DOCUMENTS


Ethnic Studies/ Teacher Education 122
Ethnic Studies/ Curriculum 219

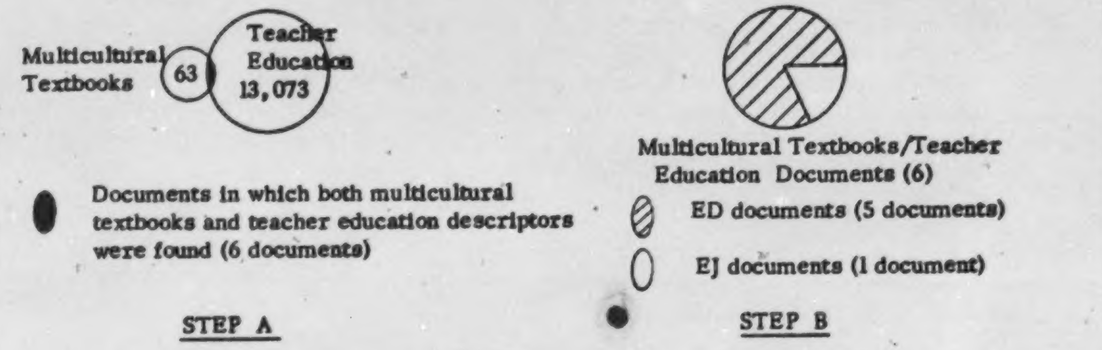
● ED documents in which ethnic studies, teacher education, and curriculum descriptors appear as major descriptors (7 documents)

Multicultural Textbooks and Teacher Education

ERIC documents indexed with the descriptor, multicultural textbooks, as well as a term from the set of teacher education descriptor terms were the next phase of the ERIC search. The final total was six documents (Figure 4, Step A). Five of these were ED documents (Figure 4, Step B).

FIGURE 4

SEARCH STRATEGY FOR MULTICULTURAL TEXTBOOKS AND TEACHER EDUCATION DOCUMENTS


Multicultural Textbooks
63
Teacher Education
13,073
Multicultural Textbooks/Teacher Education Documents (6)
STEP A
STEP B

● Documents in which both multicultural textbooks and teacher education descriptors were found (6 documents)

▨ ED documents (5 documents)

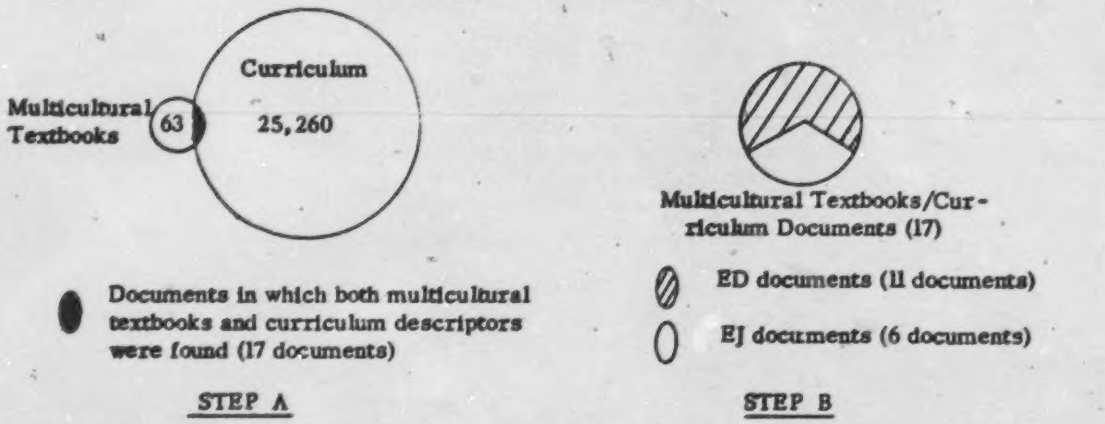
○ EJ documents (1 document)

Multicultural Textbooks and Curriculum

Using the same search strategy and descriptor, seventeen documents were found indexed under both the descriptor, multicultural textbooks, and a term from the set of curriculum descriptor terms (Figure 5, Step A). This became eleven when limited to ED documents (Figure 5, Step B)

FIGURE 5

SEARCH STRATEGY FOR MULTICULTURAL TEXTBOOKS AND CURRICULUM DOCUMENTS


Multicultural Textbooks
63
Curriculum
25,260
Multicultural Textbooks/Curriculum Documents (17)
STEP A
STEP B

● Documents in which both multicultural textbooks and curriculum descriptors were found (17 documents)

▨ ED documents (11 documents)

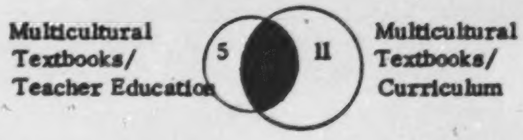
○ EJ documents (6 documents)

Multicultural Textbooks, Teacher Education, and Curriculum

Three documents were found common to these three sets of descriptors: multicultural textbooks/teacher education documents and the multicultural textbooks/curriculum documents (Figure 6). Thus, there were thirteen documents with these sets of descriptors examined.

FIGURE 6

COMPARISON OF MULTICULTURAL TEXTBOOKS/TEACHER EDUCATION AND MULTICULTURAL TEXTBOOKS/CURRICULUM DOCUMENTS


Multicultural Textbooks/ Teacher Education
5
11
Multicultural Textbooks/ Curriculum

● ED documents in which multicultural textbooks, teacher education, and curriculum descriptors appear (3 documents)

LIMITATIONS

The analysis, classification, and resulting bibliography of ERIC documents have some limitations. Documents were placed in the specific categories of the matrix relative to the information provided in the document abstract rather than the document itself. In some cases, a reading of the document may have led to a different classification than was suggested by the abstract. Of course, all documents were classified according to the author's best judgment, and in some instances may have been classified differently by another reader.

The bibliography is by no means comprehensive, but purposively selective of the document abstracts included. As stated in the section about the ERIC search strategy, the documents, in most cases, were limited to only major descriptors and only ED documents. Both the descriptors for the sets of ethnic studies and teacher education terms were chosen by the authors, and did not comprehensively describe either ethnic studies or teacher education. The reader might choose to do his/her own ERIC search using different descriptor terms to describe either of these sets.

In this bibliography, the abstracts for neither the documents about bilingual education (86 documents) nor the documents about programs in other countries (9 documents) are referred to. Approximately sixty-five documents that were identified in the original ERIC search were eliminated because they did not appear to accurately fit the scope for the bibliography. The bibliography that appears here consists of abstracts only of the remaining 217 multicultural and ethnic specific documents.

OBSERVATIONS

Originally 347 documents were identified in the ERIC search, as previously described. As the abstracts of these documents were read and classified, sixty-four were eliminated because they were primarily not within the scope identified for this analysis. Most often these documents deal with international and world cultures rather than the diversity of cultures within the United States. The remaining 283 document abstracts plus thirty new acquisitions at the ERIC Clearinghouse of Teacher Education were classified within the matrix described earlier. For this classification, the matrix was expanded so that documents could also be described by their publication date to identify an interest in multicultural education and ethnic studies by the number of documents entering the ERIC system. Table 2, "Classification of ERIC Documents Related to Multicultural Education, Ethnic Studies, and Bilingual Education", summarizes the content, ethnic orientation, and publication dates of these documents.

Bilingual education is an integral part of multicultural education, but because bilingual education definitely involves the use of two languages as well as cultural awareness, it is usually treated as a separate entity for federal and state funded programs and most conceptual and research statements. It was decided that those document abstracts that specifically dealt with bilingual education would not be included in this bibliography, but would be better examined separately.

The documents were further limited to only those which discussed multicultural education and ethnic studies in the United States, eliminating a total of nine documents. Thus, the remainder of this analysis, as well as the bibliography, will deal only with the documents related to multicultural education and ethnic studies in the United States.

TABLE 2

CLASSIFICATION OF ERIC DOCUMENTS RELATED TO MULTICULTURAL EDUCATION, ETHNIC STUDIES, AND BILINGUAL EDUCATION

	1975							1973-1974							1970-1972							Prior to 1970							
	Multicultural	Afro American	Mexican American	Native American	Other Ethnic Groups	Bilingual	Other Countries	Multicultural	Afro American	Mexican American	Native American	Other Ethnic Groups	Bilingual	Other Countries	Multicultural	Afro American	Mexican American	Native American	Other Ethnic Groups	Bilingual	Other Countries	Multicultural	Afro American	Mexican American	Native American	Other Ethnic Groups	Bilingual	Other Countries	TOTALS
CONCEPT MATERIALS Teacher Education	2	0	0	0	0	1	0	7	0	1	2	0	1	0	1	0	1	0	0	2	0	0	0	0	1	0	0	0	19
General	8	0	0	0	0	0	1	18	5	1	2	1	3	1	8	7	5	1	0	10	3	1	6	10	1	0	2	0	94
Reports	2	0	1	0	0	0	0	0	0	1	1	0	2	0	1	1	4	3	1	17	1	3	0	1	2	1	1	0	43
Surveys	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0	1	0	2	0	0	1	0	7
CLASSROOM MATERIALS Teacher Education	0	1	0	0	3	17	0	0	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	24
Preschool/Elementary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Junior High/High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CURRICULUM MATERIALS Preschool/Elementary	2	0	0	2	0	0	0	2	0	0	0	0	1	0	1	2	0	0	0	2	0	2	0	0	2	0	0	0	16
Junior High/High School	3	0	0	1	0	0	0	0	1	0	6	0	0	1	4	2	1	0	0	0	1	1	4	2	3	0	0	0	30
College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Teacher Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	2
General	3	0	0	1	0	1	0	1	0	0	0	0	3	0	2	2	0	1	0	1	0	0	0	0	1	0	1	0	17
PROGRAM MATERIALS Teacher Education	2	0	0	0	0	2	0	6	1	0	0	0	3	0	9	0	0	0	0	3	0	0	0	0	0	0	1	0	27
College	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2	0	0	0	0	0	0	1	0	4
Non-College	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
OTHER Bibliographies	6	0	0	1	0	3	0	2	0	1	1	1	1	0	2	0	0	2	0	0	0	0	2	0	0	0	0	0	22
Directories	0	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	3
TOTALS	27	1	2	5	3	25	1	37	7	4	13	3	16	2	31	16	12	8	1	38	6	8	10	18	10	1	7	0	313

One of the objectives of this analysis was to identify the interest in multicultural education and ethnic studies by the publishing date of the documents. The first ERIC search was made on November 7, 1975, and updated on December 31st for this analysis and bibliography. After the first search, thirty-two documents from the materials collection at the Ethnic Heritage Center for Teacher Education were identified as appropriate acquisitions for the ERIC Clearinghouse on Teacher Education. These documents were added to the ERIC data bank and are included in this bibliography. In the following listing of documents by publication date, these recent acquisitions are identified in parenthesis:

1975: 39 documents (16 of the 39 were from the Ethnic Heritage Center's collection)

1974-1973: an average of 32 documents per year (14 of the 64 total were from the Ethnic Heritage Center's collection)

1970-1972: an average of 22-2/3 documents per year (1 of the 68 total were from the Ethnic Heritage Center's collection)

Prior to 1970: 47 documents

The figures above would indicate that there has been a slight increase in the interest of multicultural education and ethnic studies when measured by the total number of related documents in the ERIC system. It is also interesting to note that prior to documents being submitted from the Ethnic Heritage Center, the average number per year was almost equal (i.e., 22 documents in 1975, 25 in 1974 and 1973, 22-1/3 in 1970, 1971, and 1972). It is also very probable that many more documents published in 1975 have not yet been submitted to ERIC and will enter the system during 1976.

An examination of the document use and content (Table 3) indicates that the majority of the documents (116 of the total 217) were classified as concept materials. There were fifty-one documents dealing with curriculum materials, twenty-two with program materials, twenty bibliographies and directories, and seven classroom materials. Over half of these documents, therefore, discuss or examine the conceptual issues about multicultural education and ethnic studies. Less than half are directly applicable to the classroom. Of those documents classified as classroom, curriculum, or program materials, the following is a description by grade levels:

TABLE 3

MATRIX FOR THE CLASSIFICATION OF DOCUMENTS

	Multicultural	Afro Americans	Mexican Americans	Native Americans	Other Ethnic Groups	TOTALS
CONCEPT MATERIALS						
Teacher Education	10	0	2	3	0	15
General	35	18	16	4	1	74
Reports	6	1	7	6	2	22
Surveys	1	2	2	0	0	5
CLASSROOM MATERIALS						
Teacher Education	1	1	0	1	3	6
Preschool/Elementary	0	0	0	0	0	0
Junior High/High School	0	0	1	0	0	1
College	0	0	0	0	0	0
CURRICULUM MATERIALS						
Preschool/Elementary	7	2	0	4	0	13
Junior High/High School	7	7	3	10	0	27
College	0	0	1	0	0	1
Teacher Education	0	0	0	0	0	0
General	6	2	0	3	0	11
PROGRAM MATERIALS						
Teacher Education	17	1	0	0	0	18
College	0	0	0	0	1	1
Non-College	2	0	1	0	0	3
OTHER						
Bibliographies	10	2	1	4	1	18
Directories	103	36	34	36	8	217

Preschool/Elementary	13 documents
Junior High/High School	38
College (other than teacher education)	2
Teacher Education	25
General	14

An examination of the ethnic orientation of the 217 documents (Table 3) shows that almost half (103 documents) are multicultural while 114 are ethnic specific. The number of documents for each of the three separately identified ethnic groups is almost equal--thirty-six Afro American, thirty-four Mexican American, and thirty-six Native American. There is a definite dearth of materials related to all of the other ethnic groups represented in the United States. These eight documents dealt only with Jewish and Puerto Rican Americans.

A final observation of the identified documents is the total number of different ERIC clearinghouses from which documents related to multicultural education and ethnic studies originate. Twelve of the existing sixteen clearinghouses submitted documents in this area. The clearinghouses from which these documents originated include the following: Counseling and Personnel, Career Education, Teacher Education, Rural Education and Small Schools, Reading and Communication Skills, Early Childhood Education, Higher Education, Urban Education, Junior Colleges, Social Studies/Social Science, Educational Management, and Language and Linguistics. This indicates that this is an issue which encompasses a broad range of educational areas identified as clearinghouses by ERIC.

IMPLICATIONS AND RECOMMENDATIONS

The analysis of ERIC documents related to multicultural education and ethnic studies has implications for both ERIC and the Ethnic Heritage Center for Teacher Education.

There appears to steadily be an increased interest in multicultural education and ethnic studies as indicated both by the number of related documents entering the ERIC data bank and the number of requests for information and assistance received at the Ethnic Heritage Center. Perhaps one of the existing ERIC clearinghouses should be specifically assigned to solicit documents in this area. It would seem that this would allow for a more comprehensive acquisitions program than possible when three/fourths of the clearinghouses submit some documents on this issue.

The Ethnic Heritage Center for Teacher Education is in the position to encourage the contribution of related materials by those persons, projects, and schools active in their development. The continued identification of multicultural and ethnic studies materials by the Center is an important and necessary step for the wide dissemination of such materials.

Because of the limited amount of materials classified as classroom and curriculum, a greater effort should be made to identify what is available, both published and unpublished, and to strongly encourage the development of additional resources. Many of the classroom and curriculum materials are in the form of non-print resources, and thus would not be available through ERIC. Many of these materials may also be products of commercial publishers, making their availability in ERIC almost nil. Another service of the Center might include developing a second bibliography that would identify the commerically published and non-print materials related to multicultural education and ethnic studies that could be a valuable resource tool for educators.

The dearth of material about specific ethnic groups, especially acute for groups other than Afro-, Mexican-, and Native- Americans, would imply that the Center should actively seek resources for these groups and encourage the development of such by other persons and groups.

The Ethnic Heritage Center for Teacher Education has, as a result of this project, developed a cooperative relationship with the ERIC Clearinghouse on Teacher Education which shares a common sponsor, the American Association of Colleges for Teacher Education (AACTE). As materials are reviewed at the Center, they will also be considered for possible inclusion in ERIC. Documents from the Center's collection will then be submitted to ERIC for review when appropriate. In this way, materials in the Center's collection will become more readily available to interested persons through ERIC's microfiche and reproduction services, as previously described.

APPENDIX A

ERIC MICROFICHE COLLECTIONS

Alabama

Auburn University
Ralph Brown Draughton Library
Serials Department
Auburn, Alabama 36830

Samford University
Library
800 Lakeshore Drive
Birmingham, Alabama 35209

University of Alabama in Birmingham
University College Library
1919 7th Avenue, South
Birmingham, Alabama 35233

U.S. Army Aviation TNG Library
DABTO 1-75-M-B938
Fort Rucker, Alabama 36360

Jacksonville State University
Thomas Freeman Ramona Wood Library
Jacksonville, Alabama 36265

Livingston University
Julia Tutwiler Library
Livingston, Alabama 35470

University of South Alabama
307 Gaillard Drive
Mobile, Alabama 36608

University of Montevallo
Carmichael Library
Montevallo, Alabama 35115

Alabama State University
G.W. Trenholm Library
Montgomery, Alabama 36104

Auburn University at Montgomery
Library
Montgomery, Alabama 36109

Alabama Agricultural And Mechanical University
Joseph F. Drake Memorial Library
Normal, Alabama 35762

Troy State University
Library
Troy, Alabama 36081

University of Alabama
Library
University, Alabama 35486

Alaska

Anchorage Higher Education Consortium
Library
3211 Providence Avenue
Anchorage, Alaska 99504

University of Alaska-Juneau
Library
Auke Bay, Alaska 99821

University of Alaska
Elmer E. Rasmuson Library
Fairbanks, Alaska 99701

Alaska State Library
Department of Education
State Capitol Building
Juneau, Alaska 99801

Arizona

Northern Arizona University
University Library
Flagstaff, Arizona 86001

Arizona State Department of Education
Research Coordinating Unit
1535 West Jefferson, 3rd Floor
Phoenix, Arizona 85007

Arizona State University
Hayden Library
Tempe, Arizona 85281

Pima College
Library
2202 W. Anklam Road
Tucson, Arizona 85709

University of Arizona
Library - Social Science Division
Tucson, Arizona 85721

Arkansas

Ouachita Baptist University
Riley Library
Arkadelphia, Arkansas 71923

State College of Arkansas
Torreyson Library
Conway, Arkansas 72032

University of Arkansas
University Library
Serials Department
Fayetteville, Arkansas 72701

University of Arkansas at Little Rock
33rd and University Avenue
Little Rock, Arkansas 72204

Southern State College
Library
Magnolia, Arkansas 71753

Arkansas Polytechnic College
Library
Russellville, Arkansas 72801

Arkansas State University
Dean B. Ellis Library
State University, Arkansas 72467

California

Azusa Pacific College
Marshburn Memorial Library
Azusa, California 91702

California State College - Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309

University of California - Berkeley
Education/Psychology Library
Berkeley, California 94720

California State University - Chico
Library
Chico, California 95926

Claremont College
Honnold Library
Documents Department
Claremont, California 91711

Contra Costa County Department of Education
Access Information Center
2371 Stanwell Drive
Concord, California 94520

California State College - Dominguez Hills
Library - Serials Department
1000 East Victoria Street
Dominguez Hills, California 90747

Los Angeles County Superintendent of Schools
Division of Program Evaluation, Research Services
9300 E. Imperial Highway
Downey, California 90242

California State University - Fresno
Library
Fresno, California 93740

California State University - Fullerton
Library
800 North State College Boulevard
Fullerton, California 92634

Fullerton College
Library
321 East Chapman Avenue
Fullerton, California 92634

California State University - Hayward
Library
25800 Hillary Street
Hayward, California 94542

University of California - La Jolla
University Library
La Jolla, California 92037

California State University - Long Beach
Library
6101 East 7th Street
Long Beach, California 90840

Southwest Regional Laboratory for Educational Research and Development
4665 Lampson Avenue
Los Alamitos, California 90720

California State University - Los Angeles
John F. Kennedy Memorial Library
5175 State College Drive
Los Angeles, California 90032

ERIC Clearinghouse For Junior Colleges
University of California
96 Powell Library Building
Los Angeles, California 90024

University of Southern California
Library
University Park
Los Angeles, California 90007

Pepperdine University
Payson Library
24255 Pacific Coast Highway
Malibu, California 90265

California State University - Northridge
Library
18111 Nordhoff Street
Northridge, California 91324

ERIC MICROFICHE COLLECTIONS

Ambassador College
Library
300 West Green Street
Pasadena, California 91123

California State Polytechnic University - Pomona
Kellogg-Voorhis Library
3801 West Temple Avenue
Pomona, California 91768

San Mateo County Board of Education
Education Resources Center
333 Main Street
Redwood City, California 94063

University of California - Riverside
Library
Riverside, California 92507

California State College - Sonoma
Library
1801 East Cotati Avenue
Rohnert Park, California 94928

California State Department of Education
Vocational Education Resources
Information Center
1025 P Street, Room 209
Sacramento, California 95814

California State University - Sacramento
Library
6000 J Street
Sacramento, California 95819

California State College
San Bernardino Library
5500 State College Parkway
San Bernardino, California 92407

San Diego County Department of Education
Superintendent of Schools
6401 Linda Vista Road
San Diego, California 92111

San Diego State University
Library
5402 College Avenue
San Diego, California 92115

U.S. International University
Elliott Campus Library
8655 Pomerado Road
San Diego, California 92124

Far West Laboratory for Educational Research and Development
Library
1855 Folsom Street
San Francisco, California 94103

San Francisco Public Library
Larkin & Fulton Streets
San Francisco, California 94102

San Francisco State University
Library
1630 Holloway Avenue
San Francisco, California 94132

San Jose State University
Library
125 South Seventh Street
San Jose, California 95192

California State Polytechnic University - San Luis Obispo
Library
San Luis Obispo, California 93401

University of California - Santa Barbara
Serials Library
Santa Barbara, California 93106

ERIC Clearinghouse on Information Resources
Stanford University
Center for Research and Development
in Teaching
Stanford, California 94305

University of the Pacific
Library
Stockton, California 95204

California State College - Stanislaus
Library
800 Monte Vista Avenue
Turlock, California 95380

Whittier College
13729 Earlham Drive
Whittier, California 92307

Colorado

ERIC Clearinghouse for Social Studies/Social Science Education
855 Broadway
Boulder, Colorado 80302

University of Colorado
Education Library
Boulder, Colorado 80302

Education Commission of the States
1860 Lincoln Street, Suite 300
Denver, Colorado 80203

U.S. Office of Education/DHEW
Region VIII
Federal Building
19th & Stout Street
Denver, Colorado 80202

University of Denver
Library - Serials Department
Denver, Colorado 80210

Colorado State University
Library
Fort Collins, Colorado 80521

University of Northern Colorado
Library
Greeley, Colorado 80639

Western State College
Library
Gunnison, Colorado 81230

Northern Colorado Board of Cooperative Educational Services
Information Retrieval Center
830 South Lincoln
Longmont, Colorado 80501

Connecticut

University of Bridgeport
Magus Wahlstrom Library
Bridgeport, Connecticut 06602

Southern Connecticut State College
H. C. Buley Library
501 Crescent Street
New Haven, Connecticut 06515

Area Cooperative Educational Services
Educational Resources Center
800 Dixwell Avenue
North Haven, Connecticut 06511

University of Connecticut
Wilbur Cross Library
Storrs, Connecticut 06268

Capitol Region Education Council
443 Windsor Avenue
Windsor, Connecticut 06095

Delaware

Delaware State Department of Public Instruction
Departmental Library
John G. Townsend Building
Dover, Delaware 19901

District of Columbia

American University
Library
318 Asbury Building
Washington, DC 20016

Catholic University of America
Library
Washington, DC 20017

D.C. Public Schools
Division of Planning Research and
Evaluation
Research Information Center
415 12th Street, N.W., Room 1013
Washington, DC 20004

D.C. Teachers College
Library
Wilson Building
1100 Harvard Street, N.W.
Washington, DC 20009

Department of Health, Education, and Welfare
Department Library
Room 1436 North Building
330 Independence Avenue, S.W.
Washington, DC 20202

ERIC Clearinghouse on Teacher Education
American Association of Colleges for
Teacher Education
1 Dupont Circle, N.W., Suite 616
Washington, DC 20036

ERIC Clearinghouse on Higher Education
George Washington University
1 Dupont Circle N.W., Suite 630
Washington, DC 20036

Federal City College
Educational Materials Center
Graduate Division
Victor Building
724 Ninth Street, N.W.
Washington, DC 20000

Gallaudet College
Edward Miner Gallaudet Memorial
Library
7th & Florida Avenue N.E.
Washington, DC 20002

ERIC MICROFICHE COLLECTIONS

Library of Congress
Science Reading Room
First and Independence Avenue, S.E.
Annex, Room 5006
Washington, DC 20540

Library of Congress
Microform Reading Room
First Street and Independence Avenue, S.E.
Main Building, Room 140-b
Washington, DC 20540

National Education Association
Research Division
1201 16th Street, N.W., Room 522
Washington, DC 20036

National Institute of Education
Education Research Library
1832 M Street N.W.
Washington, DC 20208

National Institute of Education
Education Branch Library
400 Maryland Avenue, S.W. Room A-038
Washington, DC 20202

U.S. Office of Education/DHEW
Bureau of Occupational and Adult Education
Regional Office Building, Rm. 5020
7th and D Streets, S.W.
Washington, DC 20202

Washington Technical Institute
4100 Connecticut Avenue, N.W.
Washington, DC 20008

Florida

Florida Atlantic University
Library
Boca Raton, Florida 33432

University of Miami
Otto G. Richter Library
Coral Gables, Florida 33124

Broward County School Board
Materials Center
Fort Lauderdale, Florida 33310

Nova University
Hutchinson Library
3301 College Avenue
Fort Lauderdale, Florida 33314

Indian River Community College
Library
South 35th Street and Cortez Boulevard
Fort Pierce, Florida 33450

University of Florida
Education Library
Norman Hall
Gainesville, Florida 32611

Duval County Schools
Educational Media Center
1741 Francis Street
Jacksonville, Florida 32209

Florida International University
Library - Serials Department
Tamiami Trail
Miami, Florida 33144

Miami-Dade Community College
Library - Downtown Campus
300 N.E. 2nd Avenue
Miami, Florida 33132

Miami-Dade Community College-South
South Campus Library-Periodicals
11011 S.W. 104th Street
Miami, Florida 33156

Miami-Dade Community College
Periodical Department
11380 N.W. 27th Avenue
Miami, Florida 33167

Marion County Schools
Professional Library
406 S.E. Alvarez Avenue
Ocala, Florida 32670

Florida Technological University
Library
Orlando, Florida 32816

University of West Florida
Library - Periodicals
Pensacola, Florida 32504

Florida State Department of Education
Knott Building
Tallahassee, Florida 32304

Florida State University
Library
Tallahassee, Florida 32306

University of South Florida
Library
Tampa, Florida 33606

Georgia

Albany State College
Margaret Rood Hazard Library
Albany, Georgia 31705

Georgia Southern College
Alma Center
Alma, Georgia 31510

Georgia Southwestern College
James Earl Carter Library
Americus, Georgia 31709

University of Georgia
Library
Athens, Georgia 30601

Georgia State Department of Education
156 Trinity Avenue S.W., Room 318
Atlanta, Georgia 30303

Georgia State University
Library
104 Decatur, S.E.
Atlanta, Georgia 30303

Mercer University in Atlanta
Library
3000 Flowers Road
Atlanta, Georgia 30341

Oglethorpe College
Library
4484 Peachtree Road, N.E.
Atlanta, Georgia 30319

Augusta College
Library - Serials Section
2500 Walton Way
Augusta, Georgia 30904

West Georgia College
Sanford Library
Carrollton, Georgia 30117

Columbus College
Library
Algonquin Drive
Columbus, Georgia 31907

North Georgia College
Library
Dahlonega, Georgia 30533

Fort Gordon
Woodworth Library, Building 33500
Fort Gordon, Georgia 30905

Georgia College
Library
Milledgeville, Georgia 31061

Berry College
Memorial Library
Mount Berry, Georgia 30149

Savannah State College
State College Branch
Library-Periodicals
Savannah, Georgia 31404

Georgia Southern College
Library
Statesboro, Georgia 30458

Valdosta State College
Richard H. Powell Library
Valdosta, Georgia 31601

Hawaii

University of Hawaii
Library
Honolulu, Hawaii 96822

Church College of Hawaii
Ralph E. Woolley Library
Laie, Oahu, Hawaii 96762

Idaho

Idaho State Department of Education
200 State Office Building
650 W. State Street
Boise, Idaho 83702

Idaho State University
Library
Pocatello, Idaho 83201

Illinois

Illinois State University
Library - Serials Department
Bloomington - Normal, Illinois 61761

Southern Illinois University
Library - Serials Department
Carbondale, Illinois 62901

Eastern Illinois University
Booth Library
Charleston, Illinois 61920

Chicago State University
Library
95th Street and King Drive
Chicago, Illinois 60628

ERIC MICROFICHE COLLECTIONS

Loyola University
Julia D. Lewis Library
820 North Michigan, Room 1200
Chicago, Illinois 60611

Northeastern Illinois University
Library (CICS)
Bryn Mawr at St. Louis Avenue
Chicago, Illinois 60625

U.S. Office of Education/DHEW
Region V
226 West Jackson Boulevard
Chicago, Illinois 60607

University of Chicago
Library - Serials Records Department
Chicago, Illinois 60637

University of Illinois at Chicago Circle
Library
Chicago, Illinois 60680

ERIC Clearinghouse in Career Education
Northern Illinois University
204 Gabel Hall
Dekalb, Illinois 60115

Northern Illinois University
Swen Franklin Parson Library
Dekalb, Illinois 60115

Southern Illinois University
Lovejoy Library
Edwardsville, Illinois 62025

National College of Education
Library
2840 Sheridan Road
Evanston, Illinois 60201

Northwestern University
Library
Evanston, Illinois 60201

Western Illinois University
Memorial Library
Macomb, Illinois 61455

Moraine Valley Community College
10900 South 88th Avenue
Palos Hills, Illinois 60465

Governors State University
University Library
Park Forest South, Illinois 60466

Bradley University
Library
1501 West Bradley Avenue
Peoria, Illinois 61606

Concordia Teachers College
Klinck Memorial Library
7400 Augusta Street
River Forest, Illinois 60305

Illinois Office of Education
Media and Resources Center
100 North First Street
Springfield, Illinois 62777

Sangamon State University
Library - Documents Department
Springfield, Illinois 62708

ERIC Clearinghouse on Early Childhood Education
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, Illinois 61801

ERIC Clearinghouse on Reading and Communication Skills
National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

University of Illinois
Library - Documents Division
Urbana, Illinois 61801

Indiana

Indiana University
School of Education Library
Bloomington, Indiana 47401

School Research Information Service (SRIS)
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

University of Evansville
Library
Evansville, Indiana 47702

Saint Francis College
Library
2701 Spring Street
Fort Wayne, Indiana 46808

Purdue University
Library - Serials Unit
Lafayette, Indiana 47907

Ball State University
Library
Muncie, Indiana 47306

University of Notre Dame
Memorial Library
Notre Dame, Indiana 46556

Indiana State University
Cunningham Memorial Library
Terre Haute, Indiana 47809

Iowa

Iowa State University
Library
Ames, Iowa 50010

University of Northern Iowa
Library - Serials
Cedar Falls, Iowa 50613

Drake University
Cowles Library
28th and University
Des Moines, Iowa 50311

Iowa State Department of Public Instruction
Library
Grimes State Office Building
Des Moines, Iowa 50319

American College Testing Program
Library
Iowa City, Iowa 52240

University of Iowa
Library
Iowa City, Iowa 52242

Kansas

Emporia Kansas State College
William Allen White Library
Emporia, Kansas 66801

Fort Hays Kansas State College
Forsyth Library
Hays, Kansas 67601

University of Kansas
Library
Periodicals Section
Lawrence, Kansas 66044

Kansas State University
Library
Manhattan, Kansas 66506

Johnson County Community College
Educational Media Center
College Boulevard and Quivira Road
Overland Park, Kansas 66210

Kansas State College of Pittsburg
Porter Library
Pittsburg, Kansas 66762

Kansas State Department of Education
120 E. 10th Street
Topeka, Kansas 66612

Wichita State University
Library
Wichita, Kansas 67208

Kentucky

Western Kentucky University
Margie Helm Library
Bowling Green, Kentucky 42101

Kentucky Department of Education
Professional Library, ERIC Center
State Office Building
Frankfort, Kentucky 40601

Northern Kentucky State College
Library
Louis B. Nunn Road
Highland Heights, Kentucky 41076

University of Kentucky
Margaret I. King Library
Government Documents Department
Lexington, Kentucky 40506

University of Louisville
Main Library
Belknap Campus
Louisville, Kentucky 40208

Morehead State University
Johnson Camden Library
Morehead, Kentucky 40351

Murray State University
Library
Murray, Kentucky 42071

Eastern Kentucky University
John Grant Crabbe Library
Richmond, Kentucky 40475

Louisiana

Louisiana State University
Library - Social Science Division
Baton Rouge, Louisiana 70803

ERIC MICROFICHE COLLECTIONS

Louisiana State Department of Education
Research Coordinating Unit
626 N. Fourth Street
Baton Rouge, Louisiana 70804

Grambling State University
Grambling, Louisiana 71245

Southeastern Louisiana University
Sims Memorial Library
Hammond, Louisiana 70401

University of Southwestern Louisiana
Dupre Library
Lafayette, Louisiana 70501

McNeese State University
Frazer Memorial Library
Lake Charles, Louisiana 70601

Northeast Louisiana University
Sandel Library
Monroe, Louisiana 71201

University of New Orleans
Earl K. Long Library
Lake Front
New Orleans, Louisiana 70122

Louisiana Technological University
Prescott Memorial Library
Ruston, Louisiana 71270

Nicholls State University
Library
Thibodaux, Louisiana 70301

Maine

Maine State Department of Education
Planning and Evaluation, ERIC Office
State House
Augusta, Maine 04330

University of Maine
Raymond H. Fogler Library
Orono, Maine 04473

Maryland

Ann Arundel County Public Schools
Media Service
2644 Riva Road
Annapolis, Maryland 21401

Johns Hopkins University
Milton S. Eisenhower Library
Baltimore, Maryland 21218

Loyola College
Library
4501 North Charles Street
Baltimore, Maryland 21210

Maryland State Department of Education
Media Services Center
B.W.I. Airport
Baltimore, Maryland 21240

Towson State College
Albert S. Cook Library - Serials
Baltimore, Maryland 21204

ERIC Processing and Reference Facility
Operations Research Inc., Information Systems Division
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014

Bowie State College
Graduate Division
Library
Bowie, Maryland 20715

University of Maryland
College of Education, Room 0102
College Park, Maryland 20742

University of Maryland
McKeldin Library
Serials Division
College Park, Maryland 20742

University of Maryland - Eastern Shore
Library
Princess Anne, Maryland 21853

Montgomery County Public Schools
Educational Materials Laboratory
850 Hungerford Drive, Room A-41
Rockville, Maryland 20850

Salisbury State College
Blackwell Library
Salisbury, Maryland 21801

Western Maryland College
Library
Westminster, Maryland 21157

Massachusetts

University of Massachusetts
Graduate Research Center
Library
Amherst, Massachusetts 01002

Boston Public Library
666 Boylston
Boston, Massachusetts 02117

Boston State College
Library
625 Huntington Avenue
Boston, Massachusetts 02115

Boston University
School of Education
765 Commonwealth Avenue
Boston, Massachusetts 02215

Massachusetts Board of Education
Greater Boston Regional Education Center
Boston, Massachusetts 02133

Massachusetts Department of Education
Department Library
182 Tremont Street, 11th Floor
Boston, Massachusetts 02111

Massachusetts Teachers Association
20 Ashburton Road
Boston, Massachusetts 02108

Northeastern University
Library
360 Huntington Avenue
Boston, Massachusetts 02115

U.S. Office of Education/DHEW
Region I
John Fitzgerald Kennedy Federal Building
Boston, Massachusetts 02203

Bridgewater State College
Maxwell Library
Bridgewater, Massachusetts 02324

Northeastern University
Suburban Campus
Burlington, Massachusetts 01803

Harvard University
Graduate School of Education
Monroe C. Gutman Library
Appian Way
Cambridge, Massachusetts 02138

New England Resources Center for Occupational Education
44 Battle Street
Cambridge, Massachusetts 02138

Merrimack Education Center
101 Mill Road
Chelmsford, Massachusetts 01824

Boston College
Library
Chestnut Hill,
Massachusetts 02167

Fitchburg State College
Library
Fitchburg, Massachusetts 01420

Framingham State College
Henry Whittemore Library
Framingham, Massachusetts 01701

Lowell State College
Library
Rolfe Street
Lowell, Massachusetts 01854

Tufts University
Wessell Library
Medford, Massachusetts 02155

Education Development Center
55 Chapel Street
Newton, Massachusetts 02160

Pittsfield Regional Education Center
Project A.B.E. - LEAP
188 South Street
Pittsfield, Massachusetts 01201

Quincy Public Schools
Department of Library Services
100 Brooks Avenue
Quincy, Massachusetts 02169

Salem State College
Salem, Massachusetts 01970

Springfield College
Library
Alden Street
Springfield, Massachusetts 01109

Career Education Document Information System (CEDIS)
2 Sunlife Executive Park
100 Worcester Street
Wellesley Hills,
Massachusetts 02181

Westfield State College
Library
Westfield, Massachusetts 01085

Michigan

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
Ann Arbor, Michigan 48104

ERIC MICROFICHE COLLECTIONS

University of Michigan
General Library
Ann Arbor, Michigan 48104

Andrews University
James White Library
College Station
Berrin Springs, Michigan 49104

University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn, Michigan 48128

Detroit Board of Education
Professional Library
1032 School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202

Wayne State University
General Library - Education Division
Detroit, Michigan 48202

Michigan State University
Library - Serials Department
East Lansing, Michigan 48823

Genesee Community College
Charles Stewart Mott Library
1401 E. Court Street
Flint, Michigan 48503

Western Michigan University
Dwight B. Waldo Library
Kalamazoo, Michigan 49001

Michigan Department of Education
Library
735 E. Michigan Avenue
Lansing, Michigan 48933

Northern Michigan University
Marquette, Michigan 49855

Central Michigan University
Library - Documents Section
Mount Pleasant, Michigan 48858

Oakland Schools
Resource Center
2100 Pontiac Lake Road
Pontiac, Michigan 48054

Oakland University
Kresge Library
Rochester, Michigan 48063

Wayne County School District
Professional Resource Center
33030 Van Born Road
Wayne, Michigan 48184

Eastern Michigan University
Library
Ypsilanti, Michigan 48197

Minnesota

Bemidji State College
Clark Library
Bemidji, Minnesota 55601

Mankato State College
Memorial Library
Maywood & Ellis Street
Mankato, Minnesota 56001

University of Minnesota
Library - Serials Records Divison
Minneapolis, Minnesota 55455

Moorhead State College
Library - Serials Department
Moorhead, Minnesota 56560

St. Cloud State College
Library
St. Cloud, Minnesota 56301

College of St. Thomas
O'Shaughnessy Library
Summit and Cleveland
St. Paul, Minnesota 55105

Winona State College
Maxwell Library
Winona, Minnesota 55987

Mississippi

Delta State University
Library
Cleveland, Mississippi 38732

Mississippi State College for Women
J. C. Fant Library
Columbus, Mississippi 39701

University of Southern Mississippi
Library
Hattiesburg, Mississippi 39401

Jackson State University
1325 Lynch Street
Jackson, Mississippi 39217

Mississippi Department of Education
Educational Media Service
901 Sillers Building
Jackson, Mississippi 39205

Mississippi State University
Meridian Branch
5520 Highway 19 North
Meridian, Mississippi 39301

Mississippi State University
Mitchell Memorial Library
Mississippi State,
Mississippi 39762

University of Mississippi
Library
University, Mississippi 38677

Missouri

Southeast Missouri State College
Kent Library
Cape Girardeau, Missouri 63701

University of Missouri - Columbia
University Library
Columbia, Missouri 65201

Missouri State Department of Education
Jefferson Building
Jefferson City, Missouri 65101

Missouri Southern College
Library
Newman and Duquesne Road
Joplin, Missouri 64801

Kansas City Technical Education Center
1215 E. Truman Road
Kansas City, Missouri 64106

Mid-Continent Regional Education Laboratory
Resource Center
104 E. Independence Avenue
Kansas City, Missouri 64106

U.S. Office of Education /DHEW
Region VII
601 East 12th Street
Kansas City, Missouri 64106

University of Missouri
General Library
Kansas City, Missouri 64110

Northeast Missouri State University
Pickler Memorial Library
Kirksville, Missouri 63501

Southwest Missouri State University
Library
Springfield, Missouri 65802

St. Louis Board of Education
Library Services Center
1100 Farrar Street
St. Louis, Missouri 63107

University of Missouri - St. Louis
Library - Documents Section
8001 Natural Bridge Road
St. Louis, Missouri 63121

Washington University
Library
Audio-Visual Department
St. Louis, Missouri 63130

Central Missouri State College
Ward Edwards Library
Warrensburg, Missouri 64093

Montana

Eastern Montana College
Library
Billings, Montana 59101

Montana State University
Library
Bozeman, Montana 59715

Northern Montana College
Library
Havre, Montana 59501

Nebraska

Chadron State College
Reta King Library
Chadron, Nebraska 69227

Kearney State College
Library
Kearney, Nebraska 68847

University of Nebraska
Library
Lincoln, Nebraska 68508

University of Nebraska at Omaha
Gene Eppley Library
Omaha, Nebraska 68101

Wayne State College
Library
Wayne, Nebraska 68787

ERIC MICROFICHE COLLECTIONS

Nevada

University of Nevada - Las Vegas
Library
Las Vegas, Nevada 89109

University of Nevada - Reno
Library
Reno, Nevada 89507

New Hampshire

New Hampshire Department of Education
Statehouse Annex
Concord, New Hampshire 03301

University of New Hampshire
Library
Durham, New Hampshire 03824

Plymouth State College of the University of New Hampshire
Lamson Library
Plymouth, New Hampshire 03264

New Jersey

Educational Improvement Center
Northwest New Jersey
Halko Drive
Cedar Knolls, New Jersey 07927

New Jersey Residential Manpower Center
Occupational Research Center
Building 871
Camp Kilmer
Edison, New Jersey 08817

Glassboro State College
SEIMC
Savitz Library
Glassboro, New Jersey 08028

Jersey City State College
Forrest A. Irwin Library
Curriculum Materials Center
2039 Kennedy Boulevard
Jersey City, New Jersey 07305

Rutgers University
Alexander Library
New Brunswick, New Jersey 08901

Parsippany Troy Hills Board of Education
Parsippany, New Jersey 07054

Phillipsburg Free Public Library
Phillipsburg, New Jersey 08865

ERIC Clearinghouse on Tests, Measurement, and Evaluation
Educational Testing Service
Princeton, New Jersey 08540

Monmouth County Library
Eastern Branch
Area Reference Center
Route No. 35
Shrewsbury, New Jersey 07701

Seton Hall University
McLaughlin Library
South Orange, New Jersey 07079

Rider College
Library
2083 Lawrenceville Road
Trenton, New Jersey 08602

Trenton State College
Roscoe L. West Library
Pennington Road
Trenton, New Jersey 08625

Kean College of New Jersey
Library
Morris Ave
Union, New Jersey 07083

Montclair State College
Harry A. Sprague Library
Upper Montclair, New Jersey 07042

William Paterson State College
Library
300 Pompton Road
Wayne, New Jersey 07470

New Mexico

Southwestern Cooperative Educational Laboratory, Inc.
229A Truman, N. E.
Albuquerque, New Mexico 87108

University of New Mexico
Zimmerman Library - Serials Department
Albuquerque, New Mexico 87131

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, New Mexico 88003

New Mexico State University
Library
Las Cruces, New Mexico 88001

New Mexico Highlands University
Donnelly Library
Las Vegas, New Mexico 87701

New Mexico State Library
300 Don Gaspar
Sante Fe, New Mexico 87501

Western New Mexico University
Miller Library
Silver City, New Mexico 88061

New York

New York State Library
State Education Building
Albany, New York 12224

SUNY at Albany
1400 Washington Avenue
Albany, New York 12302

Board of Cooperative Educational Services
6 South Street
Belmont, New York 14813

SUNY College at Brockport
Library
Brockport, New York 14420

Fordham University
Library
Bronx, New York 10458

James Monroe High School
1300 Boynton Avenue
Bronx, New York 10472

Lehman College
Library
Bedford Park Boulevard West
Bronx, New York 10468

Manhattan College
Cardinal Hayes Library
Periodicals Department
Bronx, New York 10471

City University of New York
Brooklyn College Library
Serials Section
Brooklyn, New York 11210

SUNY at Buffalo
Lockwood Library
Buffalo, New York 14214

SUNY College at Buffalo
E. H. Butler Library
1300 Elmwood Avenue
Buffalo, New York 14222

Board of Cooperative Educational Services
Service Center
455 Cuyuga Road
Cheektowaga, New York 14225

SUNY College at Cortland
Teaching Materials Center
Education Building, D-206
Cortland, New York 13045

Board of Cooperative Educational Services
Library
431 Philo Road
Elmira, New York 14903

Queens College
Paul Klapper Library
Flushing, New York 11367

SUNY College at Fredonia
Library
Fredonia, New York 14063

Adelphi University
Library
Garden City, New York 11530

SUNY College at Geneseo
Milne Library
Geneseo, New York 14454

Long Island University
Library
Greenvale, New York 11548

Hofstra University
Library
Hempstead, New York 11550

Cornell University
Albert R. Mann Library
Ithaca, New York 14850

Queensborough Public Library
89-11 Merrick Boulevard
Jamaica, New York 11432

St. Johns University
Library
Grand Central & Utopia Parkways
Jamaica, New York 11432

La Guardia Community College
31-10 Thomson Avenue
Long Island City, New York 11101

ERIC MICROFICHE COLLECTIONS

Board of Cooperative Educational Services
Curriculum Resource Center
County Route 64
Mexico, New York 13114

Essex, Hamilton, Warren & Washington County Areas
Educational Center
Mineville, New York 12956

SUNY College at New Paltz
Library
New Paltz, New York 12561

College of New Rochelle
Library
New Rochelle, New York 10801

Bank Street College of Education
Library
610 West 112th Street
New York, New York 10025

Baruch College
Library - Serials Division
156 E. 25th Street
New York, New York 10010

City University of New York
City College Library
Serials Division
Convent Avenue at W. 135th Street
New York, New York 10031

City University of New York
Graduate Studies Division Library
33 W. 42nd Street
New York, New York 10036

Columbia University
Teachers College Library
525 W. 120th Street
New York, New York 10027

ERIC Clearinghouse on Urban Education
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027

Hunter College
Library
695 Park Avenue
New York, New York 10021

New York Public Library
8 E. 40th Street
New York, New York 10016

New York University
Microform Center
70 Washington Square South
New York, New York 10012

U.S. Office of Education/DHEW
Region II
Federal Building C-Room 1013
26 Federal Plaza
New York, New York 10007

John Coutts Library Services, Inc.
736 - 738 Cayuga Street
Lewiston, New York 14092

New York Institute of Technology
Library
Wheatley Road
Old Westbury, New York 11568

SUNY College at Old Westbury
Library
Old Westbury, New York 11568

SUNY College at Oneonta
James M. Milne Library
Oneonta, New York 13820

SUNY College at Oswego
Penfield Library
Oswego, New York 13126

Board of Cooperative Educational Services
Suffolk County Regional Center
201 Sunrise Highway
Patchogue, New York 11772

Board of Cooperative Educational Services
John W. Harrold Education Center
Plattsburgh, New York 12901

SUNY College at Plattsburgh
Plattsburgh, New York 12901

SUNY College at Potsdam
Frederic W. Crumb Memorial Library
Potsdam, New York 13676

University of Rochester
Library
Rochester, New York 14627

Richmond College
Library
130 Stuyvesant Place
Staten Island, New York 10301

Wagner College
Horrman Library
Staten Island, New York 10301

SUNY at Stony Brook
Library
Stony Brook, New York 11790

Rockland Community College
Library
145 College Road
Suffern, New York 10901

Syracuse City School District
910 Erie Boulevard, East
Syracuse, New York 13210

Syracuse University
Library
Carnegie Building, Room 210
Syracuse, New York 13210

Board of Cooperative Educational Services
Mohawk Region Planning Center
Spring Road
Verona, New York 13470

Nassau Board of Cooperative Educational Services
Educational Resource Center
Research Library
1196 Prospect Avenue
Westbury, New York 11590

Board of Cooperative Educational Services
Curriculum Research Center
Pinesbridge Road
Yorktown Heights, New York 10598

North Carolina

Appalachian State University
Library
Boone, North Carolina 28607

University of North Carolina
Library - Serials Section
Chapel Hill, North Carolina 27514

Charlotte-Mecklenburg Schools
Curriculum Resources Center
Charlotte, North Carolina 28201

University of North Carolina at Charlotte
UNCC Station
Charlotte, North Carolina 28223

Western Carolina University
Hunter Library
Cullowhee, North Carolina 28723

Elizabeth City State University
Library
Elizabeth City,
North Carolina 27909

Fayetteville State University
Chesnutt Library
Fayetteville, North Carolina 28301

University of North Carolina at Greensboro
Walter Clinton Jackson Library
Greensboro, North Carolina 27412

East Carolina University
Library
Greenville, North Carolina 27834

North Carolina State Department of Public Instruction
Research and Information Center
Education Building
Raleigh, North Carolina 27611

North Carolina State University
D.H. Hill Library
Raleigh, North Carolina 27607

North Dakota

University of North Dakota
Chester Fritz Library
ERIC Center
Grand Forks, North Dakota 58201

Ohio

University of Akron
Library
Akron, Ohio 44304

Ohio University
Library - Serials Department
Athens, Ohio 45701

Baldwin - Wallace College
Ritter Library
Berea, Ohio 44017

Bowling Green State University
Library - Serials Department
Bowling Green, Ohio 43403

University of Cincinnati
Main Campus Library
Serials Division
Cincinnati, Ohio 45221

ERIC MICROFICHE COLLECTIONS

Xavier University
Library
Victory Parkway & Dana Avenue
Cincinnati, Ohio 45207

Cleveland State University
Library - Serials
Cleveland, Ohio 44115

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1800 Cannon Drive
Columbus, Ohio 43210

Ohio Education Association
Professional Development Division
225 East Broad Street
Columbus, Ohio 43215

Ohio State Department of Education
781 Northwest Boulevard
Columbus, Ohio 43212

Ohio State University
Library - Serials Division
1858 Neil Avenue
Columbus, Ohio 43210

Ohio State University
Research Library
Center for Vocational Education
1900 Kenny Road
Columbus, Ohio 43210

Wright State University
Library
Colonel Glenn Highway
Dayton, Ohio 45431

Kent State University
Library
Kent, Ohio 44242

Miami University
Library
Oxford, Ohio 45056

University of Toledo
Library
Toledo, Ohio 43606

Central State University
Hallie Q. Brown Library
Wilberforce, Ohio 45384

Youngstown State University
Library
410 Wick Avenue
Youngstown, Ohio 44503

Oklahoma

East Central State College
Library
Ada, Oklahoma 74820

Central State University
Library - ERIC Office
Edmond, Oklahoma 73034

University of Oklahoma
Library
401 W. Brooks, Room 130
Norman, Oklahoma 73069

Oklahoma State Regents for Higher Education
State Capitol Station
Oklahoma City, Oklahoma 73105

Oklahoma State University
Library - Serials Section
Stillwater, Oklahoma 74074

Northeastern Oklahoma State University
Library
Tahlequah, Oklahoma 74464

University of Tulsa
McFarlin Library
Tulsa, Oklahoma 74104

Southwestern State College
Library
Weatherford, Oklahoma 73096

Oregon

Southern Oregon College
Library
1250 Siskiyou Boulevard
Ashland, Oregon 97520

Oregon State University
William Jasper Kerr Library
Corvallis, Oregon 97331

ERIC Clearinghouse on Educational Management
University of Oregon
Library - South Wing
Eugene, Oregon 97403

Northwest Regional Educational Laboratory
400 Lindsay Building
710 S.W. Second Avenue
Portland, Oregon 97204

Portland State University
Library
Portland, Oregon 97207

Oregon Department of Education
Resources Dissemination Center Library
942 Lancaster Drive N.E.
Salem, Oregon 97310

Pennsylvania

Bloomsburg State College
College Library
Bloomsburg, Pennsylvania 17815

California State College
California, Pennsylvania 15419

Cheyney State College
L. P. Hill Library
Cheyney, Pennsylvania 19319

Clarion State College
Library
Clarion, Pennsylvania 16214

East Stroudsburg State College
Kemp Library
East Stroudsburg,
Pennsylvania 18301

Edinboro State College
Hamilton Library
Edinboro, Pennsylvania 16412

Pennsylvania State Library
Bureau of Technical Services
Education Building, Room 46
Harrisburg, Pennsylvania 17126

Indiana University of Pennsylvania
Library
Indiana, Pennsylvania 15701

Regional Resources Center of Eastern Pennsylvania for Special Education
443 S. Gulph Road
King of Prussia,
Pennsylvania 19406

Research and Information Services for Education (RISE)
198 Allendale Road
King of Prussia,
Pennsylvania 19406

Kutztown State College
Library
Kutztown, Pennsylvania 19530

Lock Haven State College
Stevenson Library
Lock Haven, Pennsylvania 17745

Mansfield State College
Library
Mansfield, Pennsylvania 16933

Pennsylvania State University
Library
Capitol Campus
Middletown, Pennsylvania 17057

Millersville State College
Ganser Library
Millersville, Pennsylvania 17551

Bucks County Community College
Library - Swamp Road
Newtown, Pennsylvania 18940

Research for Better Schools, Inc.
Library
1700 Market Street
Philadelphia, Pennsylvania 19103

Saint Joseph's College
Library
City Avenue at 54th Street
Philadelphia, Pennsylvania 19131

School District of Philadelphia
Pedagogical Library
21st Street South of the Parkway
Philadelphia, Pennsylvania 19103

Temple University
Library - Serials Section
Philadelphia, Pennsylvania 19122

U.S. Office of Education/DHEW
Region III
401 N. Broad Street
Philadelphia, Pennsylvania 19108

University of Pittsburgh
Hillman Library
Pittsburgh, Pennsylvania 15260

Shippensburg State College
Library
Shippensburg, Pennsylvania 17257

Slippery Rock State College
Maltby Library
Slippery Rock, Pennsylvania 16057

Pennsylvania State University
Pattee Library
University Park,
Pennsylvania 16802

West Chester State College
Francis Harvey Green Library
West Chester, Pennsylvania 19380

King's College
D. Leonard Corgan Library
Wilkes-barre, Pennsylvania 18711

Wilkes College
Eugene Shedden Farley Library
Franklin at South Street
Wilkes-barre, Pennsylvania 18703

Rhode Island

University of Rhode Island
Library
Kingston, Rhode Island 02881

Rhode Island College
James P. Adams Library
600 Mt. Pleasant Avenue
Providence, Rhode Island 02908

South Carolina

Charleston County School District
Media Center
3 Chisolm Street
Charleston, South Carolina 29401

Citadel Military College
Library
Charleston, South Carolina 29409

Clemson University
Library
Clemson, South Carolina 29631

South Carolina State Library
1500 Senate Drive
Columbia, South Carolina 29201

Darlington County School District
Information and Publication Center
255 Blue Street
Darlington, South Carolina 29532

South Carolina State College
Miller F. Whittaker Library
Orangeburg, South Carolina 29115

Winthrop College
Dacus Library
Rockhill, South Carolina 29730

South Dakota

South Dakota State Library
322 South Fort Street
Pierre, South Dakota 57501

University of South Dakota
I. D. Weeks Library
Vermillion, South Dakota 57069

Tennessee

Austin Peay State University
Woodward Library
Clarksville, Tennessee 37040

Tennessee Technological University
Jere Whitson Memorial Library
Cookeville, Tennessee 38501

East Tennessee State University
Library
Johnson City, Tennessee 37601

University of Tennessee at Knoxville
Research Coordinating Unit
909 Mountcastle Street
Knoxville, Tennessee 37916

Memphis State University
John Brister Library
Memphis, Tennessee 38111

Middle Tennessee State University
Library
Murfreesboro, Tennessee 37130

Joint University Libraries
Nashville, Tennessee 37203

University of Tennessee at Nashville
Library
323 McLemore Avenue
Nashville, Tennessee 37203

Texas

Abilene Christian College
Library
Abilene, Texas 79501

Juarez-Lincoln Center
Library
3001 S. Congress
Austin, Texas 78704

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701

Texas Education Agency
Resource Center, Library
201 East 11th Street
Austin, Texas 78701

Texas Information Service
Education Service Center
Region XIII
6504 Tracor Lane
Austin, Texas 78721

University of Texas at Austin
Library
Austin, Texas 78712

Lamar University
Library
Beaumont, Texas 77710

West Texas State University
Library
Canyon, Texas 79016

Texas A & M University
Library
College Station, Texas 77843

East Texas State University
Library
Commerce, Texas 75428

Texas A & I University at Corpus Christi
Library
Corpus Christi, Texas 78411

Crystal City Independent School District
805 East Crockett
Crystal City, Texas 78839

Dallas Baptist College
3000 Florina Road
Library
Learning Center
Dallas, Texas 75211

Dallas Public Library
1954 Commerce Street
Dallas, Texas 75202

North Texas State University
Library
Denton, Texas 76203

Texas Woman's University
Library
Denton, Texas 76204

Pan American University
Library
Edinburg, Texas 78539

Education Service Center
Region XIX
6611 Boeing Street
El Paso, Texas 79925

University of Texas at El Paso
Library-Reference Office
El Paso, Texas 79968

Houston Baptist University
Houston, Texas 77036

Texas Southern University
University Library
3201 Wheeler Avenue
Houston, Texas 77004

University of Houston
Library
2700 Bay Area Boulevard
Houston, Texas 77058

University of Houston
Library
Cullen Boulevard
Houston, Texas 77004

Sam Houston State University
Library
Huntsville, Texas 77340

University of Dallas
Library
University of Dallas Station
Irving, Texas 75060

Central Texas College
Highway 190 West
Killeen, Texas 76541

Texas A & I University at Kingsville
Library
Kingsville, Texas 78363

Texas A & I University at Laredo
Library
Laredo, Texas 78040

Education Service Center
Region XVII
713 Citizens Tower
Lubbock, Texas 79401

Texas Technological University
Library
Lubbock, Texas 70409

Education Service Center
Region VIII
100 North Riddle Street
Mount Pleasant, Texas 75455

Stephen F. Austin State University
Library
Nacogdoches, Texas 75961

ERIC MICROFICHE COLLECTIONS

Ector County Independent School District
Curriculum Library
Odessa, Texas 79760

University of Houston at Clear Lake City
Library
945 E. Shaw
Pasadena, Texas 77502

Education Service Center
Region X
Richardson, Texas 75080

University of Texas at Dallas
Library
Richardson, Texas 75080

Angelo State University
Library
San Angelo, Texas 76901

Our Lady of the Lake College
Library
San Antonio, Texas 78285

Trinity University
Chapman Graduate Center Library
715 Stadium Drive
San Antonio, Texas 78284

University of Texas at San Antonio
4242 Piedras East
San Antonio, Texas 78225

Southwest Texas State University
Library
San Marcos, Texas 78666

Texarkana College
Palmer Memorial Library
Texarkana, Texas 75501

Texas College
Library
Tyler, Texas 75701

Baylor University
1919 South First Street
Waco, Texas 76706

Education Service Center
Region IX
3014 Old Seymour Road
Wichita Falls, Texas 76309

Utah

Utah State University
Merrill Library
Logan, Utah 84321

Weber State College
Library
Ogden, Utah 84403

Brigham Young University
Library
Provo, Utah 84602

University of Utah
Library
Salt Lake City, Utah 84112

Utah State Board of Education
Technical Assistance Reference Center
1400 University Club Building
136 East South Temple Street
Salt Lake City, Utah 84111

Vermont

Twin State Educational Information System
Vermont State Department of Education
Montpelier, Vermont 05602

Virginia

Alexandria City Schools
Nichols Memorial Professional Library
3330 King Street
Alexandria, Virginia 22313

Arlington County Public Schools
Professional Library
1426 N. Quincy Street
Arlington, Virginia 22207

ERIC Clearinghouse on Languages and Linguistics
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Virginia Polytechnic Institute and State University
Library
Blacksburg, Virginia 24061

University of Virginia
Alderman Library
Charlottesville, Virginia 22901

Fairfax County Public Schools
Professional Reference Library
3500 Old Lee Highway
Fairfax, Virginia 22030

George Mason University
Library
Fairfax, Virginia 22030

ERIC Clearinghouse on Reading and Communication Skills
Speech Communication Module
5205 Leesburg Pike
Falls Church, Virginia 22041

Madison College
Madison Memorial Library
Harrisonburg, Virginia 22801

Old Dominion University
Hughes Library
Norfolk, Virginia 23508

Virginia State College
Johnston Memorial Library
Petersburg, Virginia 23803

ERIC Clearinghouse on Handicapped and Gifted Children
1920 Association Drive
Reston, Virginia 22091

Virginia Polytechnic Institute and State University
Reston Reserve Library
12100 Sunset Hills Road
Reston, Virginia 22090

Virginia Commonwealth University
James Branch Cabell Library
901 Park Avenue
Richmond, Virginia 23220

Virginia State Board of Education
1312 E. Grace Street
Room 224
Richmond, Virginia 23216

College of William and Mary
Earl Gregg Swen Library
Williamsburg, Virginia 23185

Washington

Bellevue School District No. 405
310 - 102nd Avenue, N. E.
Bellevue, Washington 98004

Western Washington State College
Wilson Library
Bellingham, Washington 98225

Eastern Washington State College
Library
Cheney, Washington 99004

Central Washington State College
Victor J. Bouillon Library
Ellensburg, Washington 98926

Superintendent of Public Instruction
Library
Old Capitol Building
Olympia, Washington 98504

Intermediate School District No. 123
Road 40 and Court Street
Pasco, Washington 99302

Washington State University
Library
Pullman, Washington 99163

Seattle Education Service District No. 110
110 Crockett Street
Seattle, Washington 98109

Seattle Pacific College
Weter Memorial Library
3307 3rd W.
Seattle, Washington 98119

Seattle School District No. 1
Planning Research and Evaluation Unit
815 Fourth Avenue N.
Seattle, Washington 98109

University of Washington
Library
Seattle, Washington 98195

West Virginia

Bluefield State College
Library
Bluefield, West Virginia 24701

Appalachia Educational Laboratory, Inc.
Research and Evaluation Division
Charleston, West Virginia 25325

West Virginia State Department of Education
State Office Building No. 6
Charleston, West Virginia 25305

Glenville State College
Robert F. Kidd Library
Glenville, West Virginia 26351

ERIC MICROFICHE COLLECTIONS

Marshall University
Huntington, West Virginia 25701

West Virginia College of Graduate Studies
Hill Hall
Institute, West Virginia 25112

West Virginia Institute of Technology
Library
Montgomery, West Virginia 25136

West Virginia University
Human Resources & Education
Special Education Department
805 Allen Hall
Morgantown, West Virginia 26506

West Virginia University
Library
Morgantown, West Virginia 26506

Wisconsin

Wisconsin State University - Eau Claire
William D. McIntyre Library
Eau Claire, Wisconsin 54701

University of Wisconsin - Parkside
Library
Wood Road
Kenosha, Wisconsin 53140

University of Wisconsin - La Crosse
Murphy Library
1631 Pine Street
La Crosse, Wisconsin 54601

Madison Public Schools
Educational Reference Library
545 West Dayton Street
Madison, Wisconsin 53703

University of Wisconsin - Madison
1000 Bascom Mall
154 Education Building
Madison, Wisconsin 53706

Wisconsin Board of Vocational Technical and Adult Education
4802 Sheboygan Avenue
Madison, Wisconsin 53702

Wisconsin Department of Public Instruction
Professional Library
126 Langdon Street
Madison, Wisconsin 53714

University of Wisconsin - Stout
Robert L. Pierce Library
Menomonie, Wisconsin 54751

Alverno College
Library - Serials
3401 South 39th Street
Milwaukee, Wisconsin 53215

University of Wisconsin - Milwaukee
Library
2500 E. Kenwood Boulevard
Milwaukee, Wisconsin 53211

University of Wisconsin - Oshkosh
Forrest R. Polk Library
Oshkosh, Wisconsin 54901

Waukesha County Technical Institute
800 Main Street
Pewaukee, Wisconsin 53072

University of Wisconsin - Platteville
Library - Serials
725 West Main Street
Platteville, Wisconsin 53818

University of Wisconsin - River Falls
Chalmer Davie Library
River Falls, Wisconsin 54022

University of Wisconsin - Superior
Hill Library
Superior, Wisconsin 54880

University of Wisconsin - White Water
Library
White Water, Wisconsin 53190

Wyoming

Wyoming State Department of Education
State Office Building - West
Cheyenne, Wyoming 82002

University of Wyoming
Library
Laramie, Wyoming 82070

FOREIGN

Australia

University of Queensland
Main Library
St. Lucia
Brisbane, Australia

Mount Gravatt Teachers College
Library
Mount Gravatt Q. 4122, Australia

University of New England
Library
Armidale
New South Wales 2351, Australia

National Library of Australia
Canberra, Act 2600
Australia

Macquarie University
Library
North Ryde
New South Wales 2113
Australia

Monash University
Library
Clayton, Victoria 3168
Australia

Western Australian Institute of Technology
Library
Hayman Road
Bentley, West Australia 6102
Australia

Canada

Calgary Board of Education
Education Media Selection Center
307 55th Avenue S.W.
Calgary, Alberta T2H 0A1
Canada

University of Calgary
Library - Government Publications
2920 24th Avenue, N.W.
Calgary, Alberta T2N 1N4
Canada

University of Alberta
Library
Edmonton, Alberta T6G 2E1
Canada

University of Lethbridge
Library
Lethbridge, Alberta T1K 3M4
Canada

University of British Columbia
Library - Government Publications
Vancouver,
British Columbia V6T 1W5
Canada

University of Victoria
McPherson Library
Victoria, British Columbia
Canada

Brandon University
John E. Robbins Library
Brandon, Manitoba R7A 6A9
Canada

ERIC MICROFICHE COLLECTIONS

Department of Youth and Education
Library
1181 Portage Avenue, Room 206
Winnipeg, Manitoba R3T 2N2
Canada

University of Manitoba
Elizabeth Dafoe Library
Periodical Department
Winnipeg, Manitoba R3E O2W
Canada

Universite de Moncton
Bibliotheque Champlain
Moncton, New Brunswick
Canada

Mount Allison University
Bell Library
Sackville, New Brunswick
Canada

Memorial University of Newfoundland
Education Library
St. John's, Newfoundland
Canada

Nova Scotia Teachers College
Library
Truro, Nova Scotia
Canada

University of Guelph
Library
Guelph, Ontario N1G 2W1
Canada

Queen's University
Library
Faculty of Education
Duncan McArthur Hall
Kingston, Ontario K7l 3N6
Canada

University of Western Ontario
General Library
Lawson Memorial Building
London, Ontario N6A 3K7
Canada

National Library of Canada
395 Wellington Street
Ottawa, Ontario K1A 0N4
Canada

University of Ottawa
Central Library
Ottawa, Ontario K1N 6N5
Canada

Brock University
Library Document Section
Decew Campus
St. Catherines, Ontario L2S 3A1
Canada

Board of Education - Toronto
Education Centre
Library
155 College Street
Toronto, Ontario M5T 1H6
Canada

Ontario Institute for Studies in Education
Library
252 Bloor Street, West
Toronto, Ontario M5R IV5
Canada

Toronto Metropolitan Separate School Board
Professional Library
146 Laird Drive
Toronto, Ontario M4G 3V8
Canada

Borough of North York
F.W. Minkler Library
Educational Administration Centre
5050 Yonge Street
Willowdale, Ontario M2N 5N8
Canada

University de Quebec
Library
Chicoudimi
Quebec
Canada

Concordia University
Library
1445 de Maisonneuve Boulevard
Montreal, Quebec H3G 1M8
Canada

McGill University
Library
3459 McTavish Street
Montreal 101, Quebec
Canada

Ministere de l'Education
Centre de Documentation
Service des Moyens Techniques
d'Enseignement
655 Rue Parthenais
Montreal, Quebec H2K 3R7 Canada

Sir George Williams University
Library
Montreal 25, Quebec
Canada

Universite de Montreal
Bibliotheque
Faculte des Sciences De L'Education
Montreal 101, Quebec H3A 1Y1
Canada

Universite de Quebec a Montreal
Bibliotheques
Case Postale 8889
Montreal, Quebec H3C 3P8
Canada

Ministere des Communications
Service des Periodiques
Edifice G - Rez de Chaussee
675 Street, Cyrille Est
Quebec, Quebec
Canada

Universite de Quebec
Services Universitaires dans le
Nord-Quest
C. P. 700 Rouyn
Quebec, Quebec J9X 5C6
Canada

Universite Laval
Bibliotheque Generale
Quebec 10, Quebec
Canada

Universite de Sherbrooke
Bibliotheque
Sherbrooke, Quebec
Canada

Department of Manpower and Immigration
Training Research and Development
8th Street East
Prince Albert,
Saskatchewan S6V 5T2 Canada

University of Regina
Library
Regina, Saskatchewan S4S 0A2
Canada

University of Saskatchewan
Library
Regina Campus
Regina, Saskatchewan S7N 0W0
Canada

University of Saskatchewan
Library
Saskatoon, Saskatchewan S7N 0W0
Canada

Denmark

Denmark Educational Library
Leroso Parkalle 101
DK 2100
Copenhagen O
Denmark

England

National Lending Library For Science and Technology
Boston Spa, Yorkshire
England

Germany

August Raader-Fuchhandlung Universitysliteratur
Taschenbuchladen
44 Munster/Wetf
Drubbel 19, Post Fach 1309
(0251)44571 Ferhur, Germany

U.S. Dependent Schools
European Area
Superintendents Office
Karlsruhe
Germany

Padagogisches Zentrum Bibliothek
Berliner Str. 40/41
1 Berlin 31
Germany

Guam

University of Guam
Robert F. Kennedy Library
Agana, Guam 96910
Guam

Japan

U. S. Asiatic Co., Ltd.
Tsutsumi Building
13-12 Shimbashi 1-Chome
Minato Ku, Tokyo
Japan

Mexico

Ciudad Universitaria
Direccion General de Bibliotecas
Biblioteca Central-Entrepiso
Mexico 20, D. F. Mexico

Servicio Nacional (ARMO)
Centro de Informacion Tecnica Y
Documentacion
Calz. Atzcapotzalco La Villa 209
Mexico 16, D.f.
Mexico

Netherlands

Bernard Van Leer Foundation
Koninginnegracht 52
The Hague
Netherlands

Norway

Universitetbiblioteket 1 Oslo
Royal University Library
Drammensveien 42
Oslo 2
Norway

Puerto Rico

Inter American University of Puerto Rico
Library - San Juan Campus
405 Ponce de Leon Avenue
Apartado 1293
Hato Rey, 00919 Puerto Rico

Puerto Rico Department of Education
Research Coordinating Units
Tres Monjitas
Hato Rey, 00931
Puerto Rico

Catholic University of Puerto Rico
Encarnacion Valdes Library
Ponce, 00731
Puerto Rico

University of Puerto Rico
Biblioteca General
Rio Piedras, 00931
Puerto Rico

Saudi Arabia

Ministry of Education
Educational Data Unit
Riyadh, Saudi Arabia

Sweden

Statens Psykologisk Pedagogiska
Bibliotek
Stockholm 23
Sweden

Switzerland

UNESCO
International Bureau of Education
Palais Wilson
1211 Geneve 14
Switzerland

Virgin Islands

College of the Virgin Islands
St. Croix Campus Library
St. Croix, 00850
Virgin Islands

College of the Virgin Islands
Library
St. Thomas, 00801
Virgin Islands

APPENDIX B

GLOSSARY

(Reproduced with permission from Judith Yarborough, *How To Prepare For a Computer Search of ERIC: A Non-Technical Approach*, ERIC Clearinghouse on Information Resources, Stanford University, 1975.)

Abstract

In the ERIC system, a brief 200 +/- word narrative description of the subject content of a document. Abstracts are tersely written, avoiding non-information-bearing words and wasteful constructions. Each citation in RIE includes an abstract.

Annotation

A brief (no more than 50 words) notation of subject content. In the ERIC system annotations are written for journal articles (CIJE accessions) whose titles are not sufficient to adequately convey content.

Batch Processing

A procedure in which a number of transactions to be processed are accumulated and processed together. Usually they are sorted into order and matched sequentially against affected files.

Boolean Algebra

A system for symbolizing logical statements by operators, usually AND, OR, and NOT, from which relationships among statements can then be derived mechanically. Boolean Algebra is an algebra of classes and is considered a branch of symbolic logic. The notation permits the expression of conditional statements and statements of fact in symbolic form, and by means of prescribed operations allows arrival at valid conclusions. It is much in use in information retrieval to express the conditions of a computer search. It is named after the mathematician George Boole (1815-1864).

Broader Term (BT)

A Descriptor that is a member of a class that totally contains a smaller class (also represented by a Descriptor) within it. For example, BIBLIOGRAPHIES is a Broader Term to ANNOTATED BIBLIOGRAPHIES, which is referred to as a Narrower Term in this context. Broader and Narrower terms have a genus-species relationship.

Central ERIC (CERIC)

The organizational unit within NIE responsible for the ERIC network, its budgeting, funding, planning, program development, monitoring, policy setting. All ERIC contractors (e.g., ERIC Facility, EDRS, Clearinghouses, CIJE Contractor, etc.) report to Central ERIC.

CIJE

Current Index to Journals in Education. A monthly guide to the periodical literature covering over 700 major education and education-related publications. It includes a main entry section with annotations, and is indexed by subject, author, and journal contents.

Clearinghouse

A contractor within the ERIC network that takes responsibility for the acquisition and processing of materials in one of the major areas of the field of education, e.g., Higher Education, Languages, Tests, etc. ERIC Clearinghouses have traditionally been located within non-profit institutions such as universities; the exact number (now at 16) varies with the shifting needs of the educational community.

Current Awareness Search

See "SDI".

Data Base

A file of data, usually in machine-readable language.

Descriptor

A generic word for meaningful terms or short phrases which can be chosen from a defined vocabulary for the purpose of describing/characterizing/indexing the subject content of a document.

Documents

Research papers, speech texts, studies, dissertations, conference reports, curriculum studies, etc., that have been put into the ERIC system.

EIC

Educational Information Consultant. An educational specialist who receives, processes, and fulfills client requests for information needed to resolve specific curricular, instructional, and administrative problems.

ERIC Document Reproduction Service (EDRS)

The ERIC contractor responsible for the microfiching of all documents, the handling of standing orders (subscriptions) for microfiche, and the handling of on-demand orders for both microfiche and hard copy. Receives documents and data for this purpose from the ERIC Facility.

ERIC Processing & Reference Facility

The central computerized facility which accepts data from the ERIC Clearinghouses, edits and keys the data, and builds, maintains, and produces various products from the data base. A wide variety of supporting functions are also performed, e.g., acquisitions, lexicography, data conversion, reference, tape distribution, forms control, scheduling.

Facet

Term or group of terms which express one aspect of the search topic.

Hard Copy

A paper copy of a document; usually a full-size (100%) reproduction of the original done via Xerox or similar process, though reduced size two-up copies may also be made.

Identifier

An index term for a specific entity, e.g., project, legislation, person, place, organization, coined term, acronym, equipment, etc. There are ERIC guidelines for the construction of Identifiers, but they are not formally controlled, defined, and structured as Descriptors are. Identifiers are intended to provide additional specialized indexing depth covering the multiplicity of specific entities met with in documents. They can be made to appear in the printed RIE indexes by designating them as Major index terms.

Indexing

The process of assigning words or terms to documents in order to describe their subject content for purposes of subsequent retrieval.

Major Descriptor

A Descriptor representing one of the major concepts contained in a document. Major Descriptors appear in the published indexes; all other Descriptors are, by definition, "Minor". In order to restrict the size of published indexes, no more than five (5) Descriptors may be designated as Major. A Descriptor (or Identifier) is Major or Minor only in the context of a particular document where it is being used and not inherently. An * is used to denote a Major Descriptor.

Manual Search

Examination by hand of the annual and monthly issues of Resources in Education and Current Index to Journals in Education for information on a given topic.

Microfiche

A 4" x 6" (105 mm x 148 mm) flat sheet of film, containing reduced images of document pages. ERIC prepares microfiche for all Level I and II documents announced in RIE, using the COSATI/NMA standard (24X reduction; 98 frames in a 7x14 grid). Microfiche may be made of silver, diazo, or vesicular film. A microfiche reader or reader-printer is required to read the page image.

Minor Descriptor

A Descriptor assigned to a document and appearing in the printed Resume and in the machine (computer) record, but not in the subject indexes of RIE. See also "Major Descriptor".

Narrower Term (NT)

A Descriptor that is a member of a class totally contained in a larger class also represented by a Descriptor. For example, the term ANNOTATED BIBLIOGRAPHIES is said to be a Narrower Term to BIBLIOGRAPHIES because an annotated bibliography is always a bibliography. BIBLIOGRAPHIES is then referred to as a Broader Term in this context.

On Line System

A system in which peripheral devices are in direct and continuing communication with the central processor of the computer. With an on line system, interaction between computer and searcher during the search process allows immediate feedback of results and immediate modification of the search request when desired.

Related Term (RT)

A term that is conceptually related in some way to another term; each term is thereby a "Related Term" of the other. Related terms may be close in meaning, may have the same Broader Term, may be related in usage or application, and may have a part-whole relationship.

Relevance

The number of documents/accessions retrieved in a search that are relevant to the original question divided by the total documents/accessions retrieved. A ratio used as a measure of the extent to which the search retrieved solely good "hits". Synonymous with "Precision".

Resume

A compressed document description including cataloging, indexing, and abstracting data; a surrogate for the document itself. The term resume is used for this concept within the ERIC system; other systems describe their basic record variously as an abstract, digest, precis, brief description, announcement, record.

Retrieval

The process of identifying, locating, and securing research and development information.

Retrospective Search

An examination of the entire data base since its inception, on a given topic.

RIE

Resources In Education. A monthly journal of abstracts announcing recently completed research reports, descriptions of projects and outstanding programs, and other documents of educational significance. It is indexed by subject, author, and institution.

Scope Note (SN)

A brief note explaining the intended usage of a Descriptor. Used to restrict usage or to clarify a Descriptor which may have alternative meanings. Not intended to be a formal definition.

SDI

An acronym for selective dissemination of information, a method of alerting people to the most recent reports or articles of potential interest in a date file.

Search

A systematic attempt to identify documents with some well defined characteristics. Applies to both manual and computer inquiries.

Search Negotiation

The method by which the searcher and the requestor discuss and define the topic to be covered in the search; the type, format, cost, and amount of information desired; and the amount of time necessary to complete the search.

Search Strategy

The logic of a particular inquiry; the demands that a search makes on its potential output. A search strategy is usually exemplified by a series of index terms arranged in groups and interconnected by logical operators, e.g., (DRINKING) AND (ALCOHOLIC BEVERAGES). A document in a data set must meet the specifications of a search strategy in order to be an output of the search. Search strategies may be "tight" and geared for retrieval of a small number of highly relevant items, or they may be "loose" and geared for comprehensive output of anything that even touches on the subject.

Set

Any grouping of items of interest.

Text Search

Computerized examination of the records in the data base for the presence of a given word or combination of words (character string).

Thesaurus

A collection of words or terms used to classify, index, store, and retrieve information in a data bank. The terms serve as labels. They usually are Descriptors, keywords, or data elements found in the text or data being indexed. The thesaurus may be an alphabetized word list or it may be hierarchically structured into specialized fields, subareas, or detailed subject matter. The entries may be single words or multiple words. When the references are cited along with the thesaurus, it becomes an index.

Thesaurus of ERIC Descriptors

A structured vocabulary of over 7,000 educational terms called Descriptors used to index and enter documents into the ERIC system and to assist users in searching the system.

ETHNIC HERITAGE CENTER FOR TEACHER EDUCATION

In July, 1975, an Ethnic Heritage Center for Teacher Education was established by the American Association of Colleges for Teacher Education at its Washington, D. C. headquarters office. The initial support for the Center's activities was provided by federal funds from Title IX of the Elementary and Secondary Education Act, the Ethnic Heritage Studies Program. A national advisory council and the AACTE Commission on Multicultural Education monitor the Center's activities.

The Center provides a national focus for the development of policies, activities, and programs that will enable teachers to function more effectively in multicultural settings. The initial activities included the acquisition, analysis, and cataloging of materials and programs in ethnic studies and multicultural education related to teacher education. Additional activities include the preparation of bibliographies, learning packages, and issue papers for teacher education with expanded information services and developmental research activities. Leadership Training Institutes concerning the development and implementation of multicultural education programs in teacher education are also conducted by the Center.

The Center's clearinghouse activities are based on a review of current materials and programs that might be used in the preparation of teachers. Materials are collected from professional organizations, publishers, project directors, and others involved in the development of multicultural materials for teachers. The Center's collection includes both published and unpublished materials such as studies, reports, dissertations, conference reports, curriculum guides, textbooks, bibliographies, poetry, and literature. Non-print materials--slides, films, and filmstrips--are also being collected. Copies or examples of products produced by most of the 1974 Title IX Ethnic Heritage grants are included. The resources available through the ERIC clearinghouses provide another valuable source of documents including many that have not been previously identified by the Center.

ABOUT ERIC--EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC

ERIC is a nationwide information system of the National Institute of Education, designed to serve and advance American education. Its basic objective is to provide ideas and information on significant current documents (e.g., research reports, articles, theoretical papers, tested methods, published or unpublished conference papers, newsletters, and curriculum guides (or studies) and to publicize the availability of such documents. Each clearinghouse focuses its activities on a separate subject matter area; acquires, evaluates, abstracts, and indexes documents; processes many significant documents in the ERIC system; and publicizes available ideas and information to the education community through its own publications, those of Central ERIC, and other education media.

TEACHER EDUCATION AND ERIC

The ERIC Clearinghouse on Teacher Education, established June 20, 1968, is sponsored by four professional groups--the American Association of Colleges for Teacher Education (AACTE) (serves as fiscal agent); the American Alliance for Health, Physical Education, and Recreation (AAHPER); the Association of Teacher Educators (ATE); and the National Education Association (NEA). The Clearinghouse scope is the preparation of education personnel and, since March 1973, selected aspects of health education, physical education, and recreation education.

ACQUISITIONS

One of the main tasks of the Clearinghouse is the acquisition of documents within its scope. The Clearinghouse regularly receives publications from schools and professional associations around the country. But the majority of documents must come unsolicited, from researchers, teachers, and project directors who have produced or are producing materials within these subject areas. All documents sent to the Clearinghouse are evaluated by subject experts. If they meet Clearinghouse selection criteria, they are abstracted and indexed for announcement in the abstract journal, Resources in Education (RIE). The majority of RIE documents are then made available for study on microfiche at over 600 locations (universities, public libraries, professional associations, government agencies) that have an ERIC microfiche collection. Documents can usually be purchased in microfiche or "hardcopy" (xerographic reproduction) from the ERIC Document Reproduction Service (EDRS), P. O. Box 190, Arlington, Va. 22210.

About AACTE

The American Association of Colleges for Teacher Education (AACTE) is the only national voluntary association of institutional members committed to continuous improvement of instructional personnel preparation. Its membership consists of more than 820 collegiate institutions in all the states, Guam, and Puerto Rico. Much of the work is carried out by some 4,000 officially appointed institutional representatives from almost all the academic departments, as well as schools and colleges of education.

AACTE works to foster diversity, experimentation, innovation, research, and sharing--all the activities that build quality education, teachers, and schools.

AACTE is a nerve center for teacher education, the basic voice for the profession. Recently, the Association has promoted the formation of 31 state or regional units, and is carrying on an active government relations program.

Among its many services is a comprehensive publications program, including the Journal of Teacher Education, which disseminates the latest news and interpretations on professional developments and provides a forum for discussion.

The Association conducts multicultural projects such as the Ethnic Heritage Center for Teacher Education.

AACTE is developing a unique Management Information System (MINFO) to facilitate decision making, based on sound concepts and data gathering.

AACTE plays a major role in the National Council for Accreditation of Teacher Education, an information storage, retrieval, and dissemination system.

AACTE operates the secretariats for the Associated Organizations for Teacher Education (AOTE) and the International Council on Education for Teaching (ICET).

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